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ABSTRACT

The Rural Family Development (RFD) Project endeavored to instruct disadvantaged adults in basic skills through a home-based, multi-media system. The report, the last of three, is divided into three sections. The first (18 pages) contains five essays defining the basic positions taken by the RFD staff and discussion of the influences these positions had on the design of the project. The second section describes the RFD system (80 pages) as it was implemented during the 20-week field test--a mediated system using television, information bulletins, home visits, radio, a monthly Almanac, and toll-free 24-hour telephone service--and evaluations (180 pages). An internal evaluation by the RFD staff and the University of Wisconsin Psychometric Laboratory determined, through a survey instrument and personal interviews, that the home visit and media format were successfully received by the adult students. An external evaluation by the Human factors Research Laboratory reported mixed responses to the way in which the media were used and as to how well the objectives were met. The final section (six pages) discusses project information dissemination. (AG)

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the RFD project

A Summary Report of the Development, Field Testing and Evaluation of a Multi-Media Program in Continuing Education for Adults

September, 1972

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THE RFD PROJECT

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PREFACE

This is the third and final Annual Report of RFD. During the three years it has been in existence it has designed, field tested, evaluated, and reported on a multi-media system for home-based continuing education for adults. Its primary target audience were the members of that segment of the population who are limited to their competence to adequately function in common adult roles as they are cast in the milieu of contemporary American society. The factors which have tended to limit the competencies of adults derive from a host of economic, social and psychological determinants. They manifest themselves in a variety of ways tending to create the general effect of hardship and limited opportunity.

The basic assumption taken by the RFD project was that hardship and limited opportunities can be ameliorated by infusing practical coping and basic educational skill information into the individual's life. The way in which this was attempted and the extent to which it was successful are related in the pages of this report.

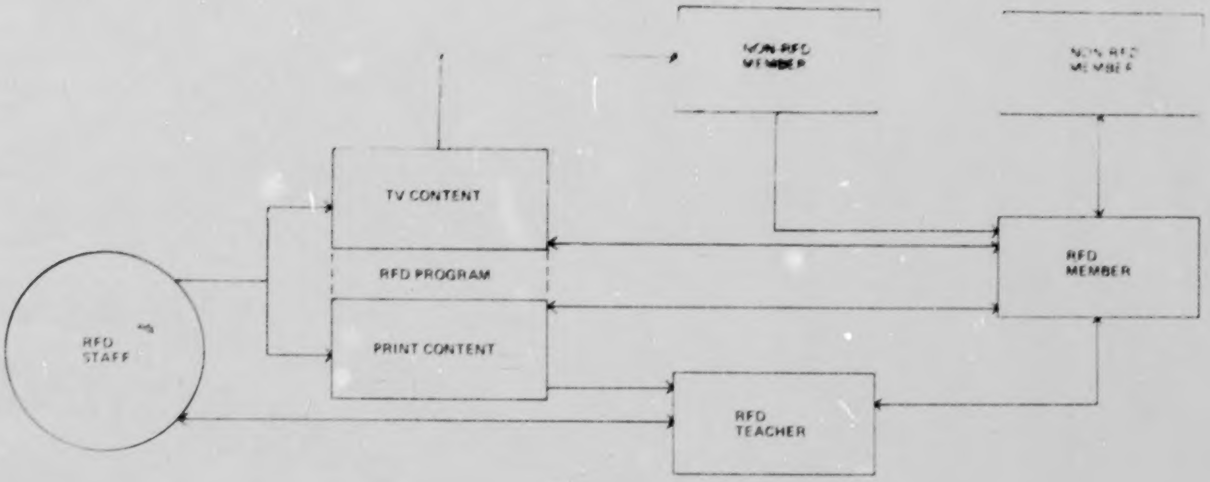
The first section contains a number of essays proffering the basic positions taken by members of the RFD staff and discussions of the influences these positions had on the design of the project. The essays originally appeared in the RFD Newsletter.

The second section describes the RFD system as it was implemented during the twenty-week field test. This is followed by a discussion of the bifurcated evaluation. The first part was generated internally by the cooperative efforts of the staffs of RFD, and the Psychometric Laboratory of the University of Wisconsin. The second is an external accreditation by the Human Factors Research Laboratory of Colorado State University.

Lastly, a resume of the activities of the project in disseminating information about its operation is presented.

RFD is an heuristic in that it is not an idea advanced because it is true but rather because by thinking about it and working with it, it may enable us to arrive at something that is true. Since its inception the RFD staff has appealed to the professions to participate in the dialogue that has evolved the present work. The task is not finished, but it is now up to those who would think about it and work with it to bring it closer to fulfillment.

THE RFD POSTURE



HOW RFD UTILIZES CONTEMPORARY THEORIES OF MASS COMMUNICATION

RFD is an adult basic education project which uses three channels of communication: television, print, and person to person. There are various theories of communication which account for the factors that effect these forms of communication. And RFD is taking advantage of these theories. The following is a review of the relevant theories of mass communication that are being utilized in the RFD project.

The "individual difference" theory of mass communication, as explained by Melvin De Fleur in ***Theories of Mass Communication,*** states that the effect of mass communication varies from person to person because each person is psychologically unique. However, the theory states that if the general psychological make-up of the audience can be determined, then the effect of mass communication can be predicted somewhat. Furthermore, if the people have similar characteristics, they will have similar mass communication folkways and thoughtways.

RFD utilizes this theory by recognizing the special characteristics of the rural undereducated (e.g., being afraid to reveal shortcomings, lacking adequate self-image, fearing competition, etc.) and by preparing special televised and printed adult basic education information that allows for these characteristics. In "Communication Research" published in ***Current Trends in Social Psychology,*** Paul Lazarfeld noted the potential effectiveness of this approach when he said that broad collectives, aggregates or social categories---such as rural undereducated adults---can react uniformly to given stimuli.

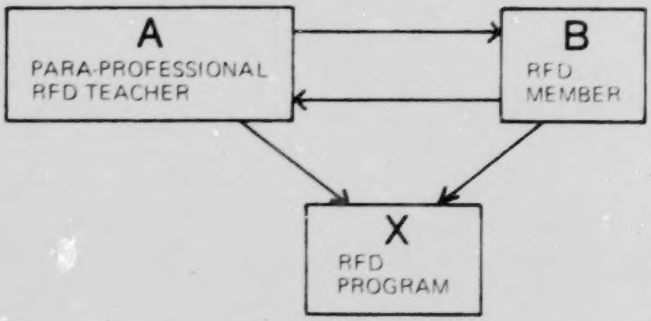
With such an understanding of its audience, RFD intends to change both attitude and overt behavior of participating RFD members. The goal of RFD is to provide the undereducated rural adult the life-coping skills necessary to get out of the poverty cycle. RFD makes the assumption that the psychological processes are related to overt behavior patterns in social settings. For instance: A promotional film for RFD employs this assumption. The film presents the dismal side of rural life, mentions the hopelessness that many undereducated rural adults feel, and explains how RFD can help. The film has yet to be aired; so success has yet to be determined. But the film is not unlike commercially successful attempts to persuade by appealing to such basic psychological processes as anxiety, status, social approval, vanity or sexual drives.

However, as Festinger and others have noted, attempts to influence someone else varies according to how attracted to the source the other person is. And the typical RFD member is not particularly attracted to educational TV, formal educational materials or stuffy old school teachers. So RFD will do as much as possible to make itself attractive. Unlike typical ETV productions, RFD shows will emphasize entertainment. Dramas, news shows, soap operas will be formats for adult basic education materials. With such entertainment, RFD will be testing the "incidental learning" theory Schramm presents in his ***Television in the Lives of Our Children.***

RFD will not depend on television to effect overt behavior changes. As Festinger pointed out in his article "Behavior Support for Opinion Change" in a 1963 issue of ***Public Opinion Quarterly,*** just because mass communication changes attitudes does not necessarily mean overt behavior can be changed by mass communication. But, if RFD's television presentations change just attitudes, TV will have done its job; because there are two other communication methods RFD will utilize to effect overt behavioral changes. One is specialized content lessons to be mailed to the RFD member; and the second is personal visits by professional teachers.

RFD specialized content materials will be ordered by the RFD member and sent to his home after he has either seen something on the RFD TV show that interests him or after he and his visiting teacher have decided on an appropriate subject. Rural undereducated adults receive little mail, so, this will be one more way to impress the RFD member with the importance of the content. In addition, the RFD content materials will provide the needed tangible instructional tools that are impossible to present via television. These materials will reinforce and expand the information presented on television and by the visiting para-professional teacher.

Lazarfeld, Berelson and Gaudet in ***People's Choice*** recognized the importance of interpersonal communication in the overall effect of mass communication. So has RFD. Every week a teacher will go to the home of the RFD member and talk. Whatever the RFD member has picked up, either from TV or specialized content materials, can be reinforced and amplified by the visiting teacher. The role of the RFD teacher will be crucial to effecting overt behavior changes. The relationship can be explained with the ABX model: "A" would be the para-professional teacher, "B" would be the RFD member, and "X" would be the RFD project and content materials.



As Newcomb suggested in "An Approach to the Study of Communicative Acts": As the teacher (A) communicates with the RFD member (B) about the content (X), they become dependent "not only because the other's eyes and ears provide an additional source of information about X, but also because the other's judgement provides a testing ground for social reality." This dependence will greatly influence the effect of the overall communication program of RFD.

After this brief explanation of RFD, it is possible to diagram the communication network and show additional communication patterns. See model upper left.

Notice the new elements in this diagram: the participating RFD member is in communication with non-RFD rural adults, both those who have seen the RFD shows or promotions and those who have not. Hence, RFD will be effecting a 2-step flow of information and creating an opinion leader.

A 2-step flow of information occurs when the RFD member tells his friend, who know nothing of the show, about something he has learned via RFD. (RFD content is extremely practical stuff, so this is sure to happen.) Likewise, when a friend who has seen the show but isn't a member asks what's it all about, an opinion leader is created. This is extremely beneficial for the adult learner: recognition from others will be essential for him to continue in the program.

There are several other significant theories of mass and interpersonal communication that apply to the RFD project, such as Everett Roger's theory of the adoption process; and these theories will be utilized by the RFD project. Their application to RFD will be explained in future Newsletters.

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NEWSLETTER

FEBRUARY 1970

ABE

GROWING PAINS

BORIS FRANK, PROJECT DIRECTOR FOR RFD, EXPRESSES HIS VIEWS

Adult Basic Education as a profession in the United States is young. Fortunately, in the last several years the federal government and various state agencies have recognized the need for a coordinated formal basic education program for our 25 million potential clients. As a young field with limited professional expertise, ABE is experiencing normal growing pains. We have some problems. It is time we face up to them before they become ingrown. I'd like to consider a few of these problems that we feel strongly about at RFD.

THE AMATEUR LOOK

Since ABE **is** a very young field there is little specially produced professional content material available to it. On the whole, ABE materials are adaptations of elementary school texts. Several enlightened commercial companies **have** recognized the need for specially produced content, but the greatest burden falls on the local teacher to prepare relevant ABE materials.

My hat is off to those dedicated teachers who have been creating specialized materials for their learners.

But let's face it—most ABE teachers are not equipped to prepare extensive materials. The art work and design are often bad, the typing done on an old portable, run off on a sickly mimeo. Good intentions and expert teaching capabilities unfortunately do not always result in production of the best materials.

For several years now we have rationalized this method of production as essential to the development of "individualized" materials. Really it has just been a stopgap measure. There's no reason in the world why we can't develop a central **professional** system for individualization and personalization of teaching tools.

No one will deny that local teachers and their clients must continue to play a key role in the development and prescription of materials. But in talking to teachers in ABE, I have found that they are preparing most materials strictly in self defense. They must either prepare units themselves or go without materials they feel are relevant and pertinent. Though there are a number of fine commercial systems available, they do not satisfy many local needs.

It's unfortunate to note that most of the materials used at some of our largest ABE centers are prepared locally, and those nationally prepared are used as supplements. This is backwards. The nationally produced materials and concepts should be the base of operations, and locally prepared materials developed only when the national supply doesn't satisfy local needs.

As long as we force the well intentioned local ABE teacher to prepare the majority of materials, the amateur look will remain.

With the state of educational technology at such a high level in other fields, it behooves us to harness these new techniques for ABE. It is time we make available to local teachers materials that utilize quality production techniques. Since it does not seem to be economically feasible for commercial publishers to take on the developmental task, I suggest, because it is essential to the professional growth of ABE, that we **establish a national center for materials development.**

This national center should carry on research, produce experimental materials, and work closely with commercial publishers as a central coordinating agency. It should include content development experts, research specialists, evaluation experts and professional communicators including graphic artists, radio and television production specialists, audiovisual specialists, and print media specialists. Materials development must be a team effort by all these people. We can no longer condone development of materials on a high quality concept level but at the lowest possible design and execution level. The design process must be integrated into the total developmental process.

Most ABE materials now being used are not designed to communicate. The covers, page layouts, and illustrations do not motivate. We are educators, but we are also communicators. It is time that we devote some of our resources **to communicating** by utilizing proven motivational design techniques.

THE LAST MINUTE SYNDROME

It is a very sad fact that most federally sponsored proposals submitted by educational institutions are developed at the last minute. I would venture to say that in a majority of cases educators develop major proposals in a rush, creating them in the two or three weeks preceding the submission deadline and mailing them at the last second—the way most Americans send in their income tax returns just before midnight April 15. Rather than taking the many months really necessary for the developmental process, proposal writers dash out their documents, hoping that weight rather than substance will prevail. There are still those who think that the heavier the proposal, the more money you get.

It is absolutely essential that we, as the proposal creators, **spend more time on pre-planning stages,** especially working on the definition of needs of our particular clientele. Proposals should be very systematically on the basis of the needs we identify. Part of the responsibility for systematic development of proposals lies, of course, with the U. S. Office of Education and the evaluators they bring in to select the projects to be funded. It is up to them to recognize those proposals that have been very carefully prepared with a sound foundation based on [illegible] needs. As soon as the writers realize that the Office of Education is now funding only carefully developed proposals, the slap dash last minute proposal will no longer be submitted.

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THE PLANNING STAGE

Most ABE operational proposals call for the first months of the project year to be devoted to planning, with implementation during the final months of the first year. The operational phase extends into the second year, with terminal evaluation in the last two or three months of the project.

Most project planners devote too little time to the developmental stage. The most successful are those who have devoted the entire first year to the creative process.

At RFD we are using the first year to develop creative materials, create a detailed philosophical approach, prepare a viable curriculum model and carefully study the needs of our clients. In this way we are capable of creating a truly innovative approach to rural ABE. This total concern for the creative process and the lack of a need for devoting most of our time to implementing operational procedures in the early stages has enabled us to come up with some very exciting new approaches to the treatment of ABE problems that will have, I am sure, a very far reaching effect on continuing education in the coming years.

I am pleased to say the Office of Education has fully supported this planning time concept. I recommend very strongly, therefore, that all special demonstration projects that hope to be innovative **include enough time for the creative process to develop in a normal way**. It is only by trial and error in most cases that we can discover if the creative process is working. A great deal of time is needed just to sit and think about the problems and to have brainstorming sessions that will enable us to open up new vistas and approaches to future developments in our field.

THE BUDGET

Most ABE special projects have severe budgetary shortcomings. In the past, budgets were usually too low. Recently the Office of Education has moved toward funding fewer projects, but funding those they do support on a much higher level. This is an extremely healthy development that will insure more professionalism in ABE. It is much more important to fund a few projects extremly well—creative and innovative projects that will contribute significantly to the national picture—than it is to spread available funds so thin that all projects suffer.

Salaries have been too low in most cases. I believe we must start increasing the budgetary allotments for professional ABE staff. If we are going to attract the best talent for development and execution of our projects, it is essential that we be competitive with other fields for talent, or better yet, we should offer **higher** salaries than other fields in order to attract the very best possible talent.

Projects should include substantial funds for communications design. If we need the services of an artist, adequate funds should be included in the budget to have a good one . . . not minimum wages for a minimum artist. We should not ask the professional educator to be a professional artist. A good commercial artist these days receives anywhere from $10,000 to $20,000 annually. Let's be prepared to pay that price to insure the high quality we want in our profession. Let us not forget that we are in the communications business. We agree that one of our biggest problems is motivating and retaining students. We must be willing to spend money on first-rate communicators to assist the professional educators in getting the message across.

THE ELEMENTARY SCHOOL SYNDROME

Most ABE materials are prepared on elementary school equivalency levels. We talk about textbooks being on a "third grade level" or on a "fifth grade level." This is fine for children. The purpose of educating the child is to prepare him for adult roles. But the adult is already there and his needs are vastly different.

When an eleven-year-old child is in the 6th grade his life-style experiences all revolve around a fairly uniform level. His computational and communication skills are all roughly at that level. This is not true of the adult. Life-style experiences of the adult, first of all, are extremely diverse; and computational skills may be at an extremely high level—in some cases, at high school or above—while communication skills may be on the first or second grade functional level. And yet we have been relying on traditional elementary school materials in ABE classes.

At the recent Galaxy Educational Conference in Washington I visited all the commercial display booths. At each one I asked for materials specifically prepared for Adult Basic Education. Several of the largest publishers indicated that they hadn't prepared anything special for ABE but that materials produced for children were "usable."

We cannot rely on elementary school materials any longer as a stopgap measure. We must not make do with just "usable" materials. It is time that we discard traditional elementary school grade levels and develop our own system of content concept development. Traditionally we measure all educational success by vertical movement. If a student moves from the 4th to the 5th grade performance level he is a success. If he doesn't pass, he is a failure. A student who does not move from the 10th to the 11th grade is a high school dropout. He is a failure. It is a sad fact that most ABE programs are still based on this vertical movement theory. We measure success on the basis of movement from one artificial grade level to another—a grade level criterion designed for elementary school children. Very few of our programs allow for **horizontal** development of our client in addition to vertical skill improvement. Properly, one ABE goal **is** to encourage vertical basic skill improvement. However, there are many ABE students who, for one reason or another, move vertically very slowly and who have a great need for horizontal development of life-style coping skills. The RFD project has developed a new system and technique for serving these adults—a system that allows unlimited horizontal skill development. The sooner we divorce ourselves from traditional elementary youth centered criteria for educational improvement, the better off we will be. Let's develop our own system of ABE criteria that are directly related to the needs of our special clientele.

These are some problem areas we have recognized and can do something about **now.** The sooner we create a professional framework for our field, the sooner we develop a viable ABE discipline, the sooner we shed the "stepchild" robes, the sooner we will be able to serve our clientele more efficiently and effectively.

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NEWSLETTER

MARCH 1970

RFD's Steve Udvari

“THE NEED FOR NEW CURRICULUM DESIGNS IS NOW!”

There is a pressing need for ABE specialists to reconsider the philosophies of ABE—and they need to do it now.

The adult learner needs to learn more than just how to be employable—he needs to learn how to enjoy life.

ABE specialists have overlooked the role adult education plays in social change.

These are some of the conclusions drawn by RFD Associate Project Director Steve Udvari in a paper recently presented to the National Working Conference on Adult Curriculum Materials and Related Media at Cherry Hill, New Jersey. The following is a condensed version of that paper.

Reports of our advances in technology stress one theme: **man is being made obsolete.** There is a growing feeling of futility among adults in training and retraining programs. It is their jobs that will be obsolete in the next stage of technological advancement. Man is clinging desperately to one intangible thread of his existence: **the dignity of man.** The culturally and educationally unique are seeking **to improve the quality of their lives.** They are seeking **strategies** to cope with life events. Reading, writing and computing are among these strategies—as are getting a job, making a budget, and knowing the man to call when you have no other place to turn.

The new basic education curriculum for adults should grow out of the needs and experiences of the learner and contribute to his self development and to the improvement of the quality of his life. The scope of such a curriculum, to be effective, must go beyond the literacy skills level and strengthen the learner's competencies as a person, a parent, a worker, and a citizen. The challenge of Horace Mann remains: "Education, if it is to mean anything, must teach us how to live."

Curriculum design is not the act of simply adopting or adapting existing child oriented materials to adult applications. **Curriculum design is a process of determining a system of relationships between the learner, the teacher, and the total supporting resources of institutions.**

The great weakness of present ABE programs is that they are implemented without sufficient lead time to develop a viable curriculum. One result of this immediate implementation is that national ABE has never been organized around a specific philosophy or statement of goals. At present each program and organization seemingly pursues divergent goals, not the least of which is self perpetuation through continued funding.

ABE professionals have two challenges before them: 1) they must design new models for ABE and develop supporting curriculum materials, and 2) they must promote and enlist publisher interest.

The need for such effort is now! Where do we start? We start with a definition, a design model, and a criteria of needs.

First, we need a working definition of ABE. I present, as a point of departure for further thinking, my definition:

Adult Basic Education is an institutional program in the continuing stream of life-lon education designed to provide experiences to improve the quality of life of adults who are functioning at a level of performance that does not permit their skillful use of available alternatives and their total involvement in today's complex society.

Since adult education contributes direct and immediately to increasing the competence of adults who are affected by (and ca influence) many aspects of social change, a concept model can be designed that relates to all major life roles and which can serve t develop content centers for listing experiences on a broad range of human interests and needs.

Goals for ABE are derived from the nee of adult individuals. These are a wide rang of felt, real and postponed needs, however nearly all can be assigned to one of the following four categories: 1) need to know, identify; 2) need to relate, be heard; 3) nee to work, be productive; and 4) need to contribute, determine one's own destiny.

Using these needs, we can prescribe a s of goals. They are: 1) the goal of self realization, 2) the goal of human relationships, 3) the goal of economic efficiency, and 4) the goal of civic responsibility. The goals define the life roles of man. These roles are man as a person, a parent, a work and a citizen. These roles serve to establis the basic concepts involved in ABE. The concepts are identification, interaction, production and participation.

Knowledge is applied to the task of acquiring skills, ways of doing or dealing wit things. As a result of our need to know, w develop literacy or communication skills. We use these skills to gather information about ourselves and others. In turn, they help us develop social skills as a response our need to relate, the art of getting along with others. As the result of our human relationship interactions, we need to do fo others—we need to work, to create, to be productive. To be productively engaged w must acquire vocational skills. Our vocational skills are used to make contribution to the community. As community person we employ coping skills to participate in civic responsibilities. **Ultimately, these coping skills are used as strategies for poli cal and social change.**

These ABE concepts must be translate into an educational delivery system aroun which a viable curriculum can be develop RFD will employ an integrated curriculu approach; the curriculum skills will not b taught separately as in traditional literacy program. Most curricula for adults are designed in traditional textbook fashion, wi separate texts for reading, writing, computing, and social skill improvement. RFD w integrate all of these variables in single un presentations. Relevant social coping strategies will be determined on a priority sca

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of use and importance and simultaneously integrated with listening, speaking, reading, spelling, writing and computing skill development

The basic premise of the Integrated Curriculum Design is that adults can be taught to read, write, and compute through a system of coping skills that represent their most pressing needs within their immediate life frame. These strategies are designed in the form of problem solving relationships for strengthening judgments in exercising the adult role as a person, a parent, a worker/consumer and a citizen.

Almost invariably the first objective of most ABE programs is to help the adult master the basic education skills. There are few adults who want to master anything, let alone basic education skills. RFD is interested in upgrading learner skills in the basic subject areas, but, we are also interested in enabling adults to learn to employ strategies needed on improving the quality of life while learning other practical skills.

Most ABE specialists have unwittingly overlooked, or worse, minimized the contribution of adult education to deal with social change. Traditionally there has been overemphasis on method of education and degree of learner involvement instead of focusing on social issues and problems.

The RFD project addresses itself to one of the most perplexing variables confronting all ABE programs– the problem of motivation. After working hard all day or being frustrated by continued unemployment, it is hard for an adult to drag himself out of the house, drive miles to some classroom that reminds him of early failures, and then be bright and receptive to his "educational opportunity." Adults want to participate in programs at their own timetable, when their desire is at a peak, and when what is being taught interests them. Adults want to come when they can, leave when they want to, or when their needs have been met, and return anytime they feel the urge. Unfortunately, many adults become forced dropouts simply because they missed three classes in a row, or failed to move sequentially from one grade level to another. To meet these kinds of needs, program designs must consider and incorporate the variables of flexibility, availability, and applicability of the curriculum delivery system.

RFD will meet these challenges because it is not the traditional classroom and in-front-of-the-chalkboard setting. RFD will be in the homes. The project is designed as a three-pronged thrust, utilizing television, individualized home-study techniques and personalized contacts in the home to reach its participants.

We have learned in order to reach these people with messages, we must use those things through which they are now receiving messages. Television has been selected as the primary vehicle for conveying messages to and motivating potential rural learners, because we know that nearly 98% of all rural homes have at least one TV set.

As you can gather, what will be offered by RFD will be practical. The content units will expand learning situations to which the adult's background of experience can readily be related. Thorndike in his ***Learning Theories*** of connectivism points out that adults have already made many permanent stimulus-response bonds which they use—some deter rather than further learning. One of the purposes of the home-visitation agent is to detect these bonds and relay the information to the development team for creating new learning situations in order that the adult may recognize these errors and learn new relationships. In short, the purpose of RFD is not to destroy the environment that the participants are familiar with, but to capitalize on those aspects of the environment that the adult finds somewhat favorable and relevant with which to cope. I hasten to point out that the idea of coping is not just getting along, rather it is a dynamic expansion of the term to mean to deal with effectively.

RFD has been designed around four major "Content Centers." Each Content Center contains integrally related information about life experiences. These experiences are based on the concept development scheme of being and becoming, a relationship of moving inward then outward. The Content Centers are: Me, Me and Others, Me and My Money, and Me and My Community.

The objectives for the program are derived from an assessment of adult priorities of wants, interests and needs and integrated with the goals of education. Each content unit is designed in reference to communication and computation skill development. Furthermore, each lesson is designed on two levels of performance to meet individual needs and sequencing for developmental growth. Individual differences are considered in terms of performance, ability, motivation, rate of learning and self-pacing, and so forth. A personalized prescription is provided for each learner, allowing all learners to participate under full flexibility of personal limitations.

Surveys of people with the same life style as potential RFD clients were used to determine the priority of adult wants, interests and needs.

Instead of a textbook or workbook, the adult learner will receive four empty binders with an appropriate index of modular units and divider tabs ready to be filled with special instructional units that will be individually prescribed for the RFD member. More than 100 different instructional units will be prepared to go in these binders. Each major topic to be treated by RFD will be prepared on two different ability levels; this way, each RFD member, with the assistance of his home-teacher aid, will select the appropriate instructional unit that will meet his exact requirements. The adult inserts the unit in his Content Center loose leaf binder, thus beginning his own encyclopedi of strategies for coping with life events.

Aside from the information and new concepts of how to deal with problems, the RFD member will be guided through a deliberate developmental process of acquiring reading, writing, and computing skills. In addition to having all lessons designed on two ability levels, integrated into each lesso are developmental concepts that permit learners to grow in progressive achievement.

The final facet of the RFD curriculum design is that every member will be able to participate in and benefit from the total program. For example, if an individual enters on one level and does not progress developmentally beyond that level, he does not have to drop out of the program. He will be permitted and encouraged to continue and benefit from the full range of the content materials, since all subsequent materials can be offered him on the same level of performance in which he finds success. On the other hand, if an individual progresses consecutively, he will receive subsequent units on progressively more difficult levels.

Advancement in our public educational system is now based on vertical movement when you have mastered the second grade materials you advance to the third, then th fourth, and fifth. We do not provide for those who cannot go beyond a given grade level; as far as most schools are concerned, his education is over. The RFD Content Center system provides for unlimited horizontal educational advancement—an RFD member can continue to learn, in a variety of fields, indefinitely, broadening his life coping skills, at a given success level. Naturally, we hope he will advance vertically and improve basic skills. However, RFD ha provided for those millions of Americans who cannot do this.

ABE must abandon the idea of moving adults through meaningless grade-by-grade progression and develop totally new model for adult learning.

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NEWSLETTER

MAY 1970

RFD'S HELENE AQUA:

"It's time to look at ABE curricula from a new point of view."

In this decade of national prosperity, when our standard of living is increasing, a substantial number of adults are unable to function adequately because of a lack of basic educational skills. These individuals are both socially and mentally handicapped. They are found not only in certain areas of our country, but in every one of our fifty states.

According to the U. S. Office of Education there are more than twenty-four million Americans who have had less than eight years of formal schooling. Of these, sixteen million are considered functional illiterates, and eleven of the sixteen million are living in extreme poverty. Unemployment, low wages, sub-standard housing, high rates of crime, and broken homes are only a few of the characteristics which the poor share in common. "From the lettuce fields of California to the concrete acres of Harlem, low income white, Indian, Negro, and Spanish speaking Americans share poverty's harvest.

Science and automation are changing the minimum educational requirements in all aspects of the world of work. Consequently, more and more adults in our society are being classified as uneducated or under educated. At one time these same people could have found jobs as unskilled laborers, but with the rapid advance of technology many of them have been put out of work. If they do find employment it is at a wage level that offers them not much more than mere subsistence.

The current answer to this problem seems to be to put more and more people into adult basic education classes. However, it is wishful thinking to believe that the current trend of more and more adult basic education classes will in any way solve the more far reaching and difficult problem of the social task which is raised by the kind of learner himself. It should be recognized that our educational problem is a matter of a cultural problem as well as an economic one. Often the student of adult education classes is a migrant who has been drawn into the city from the country in hope of a better life. Due to some extent to his rural origin he is unaccustomed to the city standard of living. To add to this problem he is illiterate, semi-illiterate, non-English speaking, or of a racial minority. He is psychologically, culturally and financially susceptible to illness, crime and exploitation.

Today's emphasis on the "War On Poverty" has brought the concept of education as the "cure all," the panacea to cure all ills. However, education is not the only reason the poor are poor. Instead it is both the cause and the effect of poverty. When lack of education is looked upon as a consequence of poverty then we can better understand why some of the problems exist and why some of the traditional curricula are not realistic.

The problem emerges out of the necessity for the development of a flexible and workable curriculum that will fit the needs of a particular type of student enrolled in adult basic education classes.

Today we see growing areas of adult education challenging traditional methods and programs and working to meet the needs of individual areas in our country. An increase of local diversity has begun, and many communities are working toward more diversified programs. It is becoming more and more apparent that extension of day programs is not enough. However a review of adult education in the United States shows that the curriculum being used in most programs is still far behind the needs in most areas. Furthermore, in spite of the fact that every state in the Union has compulsory education and attendance laws, the fact remains that a significant number of people are under-educated or uneducated.

The U. S. Office of Education is opening many doors for new phases in adult education. Programs under Title II-B and Title III of the Department of Health, Education and Welfare are being funded all over our country. It is imperative that all personnel involved in these programs become aware that these projects are intended for much more than just the teaching of basic skills. Their primary purpose is and must be the development of those educational and social skills which allow the adult to meet the needs and demands of modern society.

The primary purpose and goals of the act are as follows:

> . . . to initiate programs of instruction for individuals who have attained the age of 18, and whose inability to read and write the English language constitutes a substantial impairment to get or retain employment commensurate with their ability to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, improving their ability to be benefited from occupational training otherwise increasing their opportunities for more and productive and profitable employment, and making them better able to meet their adult responsibilities.

Unless we take a more realistic view of some of these facts, the goals of this act cannot be reached. We must begin to show a marked change from the traditional educational patterns of the past. The kinds of students are new, the problems are new, and therefore the curriculum and the structure around which the programs and curricula are built must be new. They must be looked on with a new concept and a new point of view if we are to accomplish our purpose. Mary Wallace aptly put it when she said, "They cannot fail today and succeed tomorrow, for if they fail today, they will not be back tomorrow."

It is wishful thinking to believe that the current trend of more adult classes will in any way solve the far more difficult social task which is raised by the adult learner himself. It should be recognized that our educational problem is cultural as well as economic.

A recent study of adult education by the Opinion Research Center at the University of Chicago, 1963, shows that although there is an increase of adult classes and adult participation in these classes throughout the country, the average student attending classes has at least a high school education or better. Furthermore, the largest group, and the one with the greatest need for more education, the under-educated, the untrained, and the unemployed is not touched by adult education.

Elementary education for illiterates or those who must compensate for education missed in childhood or youth is needed in nearly every adult program. Every time a census is taken we find that a substantial number of adults, 25%, has not graduated from an elementary school. Moreover, some 10% have never finished six years of schooling, often considered the level of functional illiteracy. In some states the percentage is much higher than the national figure. In spite of all these facts programs continue to be geared for the adult who already has a great deal of schooling.

Teaching the adult illiterate and the educationally disadvantaged normally accepted subjects from traditional curricula, teaching principles, and school practices will not succeed. The essence of the problem is not primarily one of cultural dis-

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ability. In reality he must learn about an entirely different culture at the same time that he is learning the basic skills. In actuality the two problems are one. "Herein lies the problem and the one that can be – and must be – overcome." Our adult illiterates must have specially trained teachers, and specially prepared materials if our adult programs are going to succeed.

Jules Pagano, former Director of Adult Education Programs, Washington, D. C., in a newsletter of November 1966 states the following. "We should take a long hard look at the content and the goals of basic education in this scientific age. To assist people to become fully functional members of the computerized, jet age, we should concentrate on consumer education, household science, and civic responsibility as well as the three R's."

Although the goals of any good educational program should be to help students achieve proficiency in the basic skills and thereby help the student help himself to better contribute to the society in which he lives, the program must also consider alternatives if the student's goals do not coincide with the goals of the program. A sound program must start where the student is **now**, and help him to achieve his necessary and desired goals. "And perhaps, the words **his goals** – the student's goals – are the key words in planning and carrying out an effective Adult Basic Education program.

Lacking the skills of reading and writing are not the only skills lacked by the undereducated adult. Studies show that this adult is often inadequate in other areas as well. He is more often than not unable to take care of himself even in regard to the most basic rules of health, nutrition, and safety. Lacking educational skills and suffering from serious social deficiencies, it is impossible for him to function as a happy and contributing member of society. Teaching him these skills alone will not erase poverty nor able him to function more adequately, even though he so sorely needs them.

To reduce the problem to mere education is to simplify it and thereby eliminate the chance of rectifying it. The course of education must be carefully planned, and the success or failure of the education of the adult is dependent upon, to a great degree, the skill and knowledge of the curriculum director.

To understand the goals of the student and to thereby better understand what is necessary for a successful curriculum the basic characteristics of the student should be taken into consideration. In other words, we must ask ourselves, Who is the learner most likely to enroll in basic adult classes? The goals of the student usually indicate his prime reason for enrolling in an adult basic education program. He may be seeking employment or advancement in employment, he may need to communicate more effectively, or he may be a referral from another social agency.

A careful and extensive study should be made of the community, the neighborhood and the people to be served. The job market should also be carefully explored. This becomes a two-fold task because the goals of the students and realistic world in which he lives must be matched. In other words, the curriculum must look realistically at student opportunities after basic training. Will he be equipped to get a better job, further his education, go on to more specialized vocational training or, because of an unrealistic approach, will the future be another dead end?

Each community should be carefully studied and compared with other communities. Other programs should be examined and evaluated. The danger here lies in the mere duplication of another program. Imitation can mean total folly. Each community should and must develop its own core program. However, communities with like problems, like population, like work markets should be studied and compared. Communities that share much in common often come up with somewhat the same core curriculum. The major point in question here is that adult education cannot have a fixed curriculum, but rather it must have a flexible curriculum based on the specific needs of the student and the community. Although upon observation adult programs may seem to share much in common and are more alike than different throughout the country, it is sometimes just that something different that will determine the success or failure of that particular program. Sameness on the surface is inevitable, and if two programs are exactly alike then they should be serving exactly the same kinds of people and exactly the same kind of community. The common core is that which makes up the general characteristics of many programs, but it is that inner core that makes up that important difference.

Trying to meet the needs of the students in adult programs is a difficult task facing administrators today. These adults are diversified in training, experience, age, and motivational factors that bring them to class. How does the school face the problem of attracting all age groups, at all levels of experience, and how does the school keep the students after they have enrolled? The answer is not clear cut nor is it an easy one, and it seems that one of the answers is that adult education will be accomplished via the route of situations, not areas or subjects in the curriculum. Each adult learner is an individual with specific situations that he finds himself in with regards to his work, his pleasure and his family. There are many other situations which call for various adjustments. This is where adult education begins. "Subject matter is brought into the situation, is put to work when needed."

Since 1960 there has been a great deal of recognition of the fact that most adult education classes are serving those who need education the least. This has brought about the severe and critical examination of the objectives of the public school education. With it has also come more attention to the financial share of adult classes and the need of their being subsidized by all levels of government. Of even more vital importance has come a new concept and a new focus on the idea that the attainment and recognition of the adult to be educated should and must be the key factor in maintaining the health of the nation.

Although education on the adult level as an integral part of our educational system is comparatively new, educators with foresight have long since recognized its importance if our nation is to benefit from all its resources. To have merely given recognition to adult education as a member of the education family to date is not enough. Nor will it ever truly be a member if adult education is to mean merely the extension of elementary and secondary education. The education of the adult is **more** than just the examination or extension of what already exists. It is an entity in itself and calls for a different course content, different materials, different methods, different counseling, different facilities, and, most important, different teachers. Perhaps the key word here is "different," for to have the adult merely repeat those courses that have been offered at an elementary or secondary level is to ask for disaster. Each and every factor of the program must be carefully chosen to meet the needs of the adult learner. Teachers must do more than just teach. They must completely understand, respect, and, above all, empathize with the adult learner, or they will not be able to do their job.

The basic tools or reading, writing and arithmetic can open many doors – doors not only to vocational and occupational training but also to a larger life, philosophically and psychologically speaking. The illiterate or functional illiterate lives in a world where many of life's doors are closed to him. With the acceleration of technology, with a growing complexity in every phase of today's living, the tragedy of not being educated is accentuated, and the financial burden to the whole nation increases. Basic education has become a must for millions of Americans, and specially prepared programs to meet these needs have also become a must if we are to serve our nation for the common good of all. Educational programs will serve the nation well when we have schools that face the question all men have experienced and when all curricula are curricula based on life's experiences.

NEWSLETTER

OCTOBER 1970

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A STATEMENT OF PHILOSOPHY

by Stephen Udvari

The major premise of the RFD Statement of Philosophy is the idea that education is a life-long process from the cradle to the grave and Adult Basic Education is but one link, serving not as an end in itself, but rather a continuing process for acquiring experiences and skills in coping with the practical events of living.

The need for Adult Basic Education has never been more acute than in this present age of **knowledge, explosion,** and **technical revolution.** As a result more people are living longer, stretching both productive and leisure years. Employment requirements and skills are higher. Life rhythms have changed, requiring skillful use of available alternatives and emphasizing that each individual must have the power to control his own destiny in a world that encroaches on the dignity of man and moves him toward obsolescence. Learning, then, is the key. Education must provide for the learner a system of strategies that he can apply to alternatives for making judgments and causing behavioral changes to suit his individual purposes.

Rural Family Development is a program of information and action that believes in the basic integrity of all men and their usefulness to themselves and others. Therefore, we believe that all men, regardless of limitation, have a basic right to **know** and develop to the fullest of their capacities.

This development process of perceiving, feeling, behaving and becoming relates to the four basic needs of rural undereducated adults; they are Need to know, Need to relate, Need to work, Need to contribute.

We, therefore, do not-presume to fulfill these needs by providing answers, rather we intend to present information in terms of alternatives for making judgments and allowing the learner to translate them into action strategies. Concrete and practical experiences will be stressed as opposed to abstract information and meaningless drill or repetition. We do not intend to remove the learner from his cultural milieu or take away what has meaning for him, rather we wish to supplement it and share the richness of the culture. By recognizing the learner's special and unique knowledges and skills, we fully intend to build upon his self-esteem. We also recognize the great harm in raising the adult's level of aspiration without providing realistic alternatives for their fruition. Strategies will be offered to guide the learner to be more productive with available resources. Finally, there will be no hidden effort to change the basic beliefs of the learner for political or any other divisive ends, rather the concept of change will be employed as a process for self realization. Hopefully self-realization will lead to a sense of community responsibility and participation.

We subscribe to Jean Jacques Rousseau's principle of "taking the learner where he is and leading him as far as he can go." To operationalize this principle we would amend it to read "as far as he wants to go." Our aim is not to plot the course to follow, rather to provide road maps on how to get there. The choice of the route and the pace he wishes to go must be the prerogative of the learner. This may mean accepting entry at any level of performance or interest. Furthermore, the learner must be able to use the program to satisfy his specific needs and not any prescribed pedagogical system that must meet program needs to survive. Lapses in program participation or entry and early terminations and reentry must be accepted as usual patterns of behavior, for the adult learner has different needs to satisfy, different views of relevance and different realities to which he clings.

Our program is not a literacy program per se, although one of our aims is to help the adult improve communication and computation skills. We believe that the use and application of information is only effective if it conforms with the adult learner's beliefs and concept of reality. For the most part, adults forget or dismiss facts and concepts that run counter to their beliefs, regardless of the soundness of such facts and concepts. We hold that adults want to deal with problem situations of life and that reading and figuring are only two of those problems. Therefore what helps the learner also helps the learning communication and computation skills are developed and applied in life coping situations.

Although our program intends to serve a mass rural population with an individualized approach, the teacher (home-visitor) is still the best facilitator of learning. We believe that the teacher should be a warm human being whose chief purpose is to maintain a helping relationship with the adult learner. Personalization is vital to a home-study operation and the emphasis of this relationship is on the learner rather than the content to be learned.

NEWSLETTER
JUNE 1971

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QUESTION: RFD claims to be a unique and innovative approach to adult education. Is this completely accurate? Is RFD unique? Are there not other ABE projects implementing similar concepts in adult education?

IS RFD UNIQUE?

Project Director Boris Frank

ANSWER, from Project Director Boris Frank:

Many of the elements of RFD have existed in ABE programs for years . . . home visitors are used in other areas; television has been used occasionally; some of the printed materials used by RFD can be found in other projects.

The uniqueness of RFD is in the way in which these and many new elements are used. These interrelated elements are combined into a total systems approach to the presentation of ABE materials. This is the first time that all of these elements and methods of presentation and motivation have been combined in a unified, systematic way to reach rural adults. RFD demonstrates a unique and innovative *delivery system.*

There are certain elements of RFD that are unique and innovative in themselves . . . elements that have been [illegible] RFD for the first time. They include the use of name stars in the television programs, implementation of a paid commercial campaign to promote the program, establishment of an ACTION LINE feedback system to assist participants in solving and dealing with daily living problems, and development of a new program evaluation and research design not previously used in ABE.

RFD will also be reporting in the coming months on a number of accomplishments that may lead to new approaches in ABE including the design of a broad scope, nonsequential curriculum system, a new concept of the role of the paraprofessional in ABE, a new design for the training of paraprofessionals and a new design system for loose-leaf content units.

We believe RFD has been one of the leaders in crystalizing the life-oriented approach to ABE, a philosophy that centers ABE around coping and living skills rather than just literacy training.

Some of the elements of RFD have been tried before. By combining them into a new system we hope we have demonstrated an improved method of reaching rural adults. And, we hope we have contributed a number of new concepts that make the total package more relevant to the adult learner.

As we move into the evaluation stage of the project we will learn if we succeeded.

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OBJECTIVE FOR HOME-VISITORS CHANGES

Associate Director Vincent Amanna

QUESTION: One of the original objectives of RFD was "that Associate Teachers, as a result of their participation in RFD, will wish to progress further in the teaching field through a formal teacher-training course." What has happened to that objective? Are RFD home-visitors being prepared in some way for a teaching career? If so, how? And if not, why not?

ANSWER, from Associate Director Vincent Amanna:

RFD cannot be described as experimental research. Instead RFD is a form of applied research which permits changes in design as the underlying concepts move toward implementation in the field test. It is true that the early conceptualization of the design included associate teachers. However, over time it became clear that instruction was not as central for the role of home visitor as possible some other concerns.

We seriously questioned whether it was the teaching function, in the strictist sense, that we wanted to bring to the adult.

Teaching is a very involved set of processes requiring a tremendous amount of skill. It seemed that this function was somewhat incongruous with some of the things we had assumed about those individuals who would be the primary target audience for RFD:

1. The participant wants factual information which he can apply directly and immediately to solving his problems. He is not interested in deferring gratification.
2. The participant is not interested in learning more than he can apply immediately.
3. The participant is not interested in being tested to see how much he has learned.

The quality of the relationship between he participant and the individual who would facilitate his learning was far more mportant than insuring that this facilitator be a highly skilled teacher.

Our facilitators emerged as friends and confidants rather than teachers, counselors or therapists. They came to be viewed as individuals who could bridge the gap between sub-cultures, who would be open, warm and accepting in their relationships with the participants and who would help the participants identify those aspects of their lives which could be made more meaningful through the acquisition of additional information and the development of new strategies.

To prepare the facilitators for their role, we had to sensitize them to themselves, personally as humans, to their interrelationships with others and to their roles as members of a community.

So you see, because we are engaged in applied research and therefore can evolve workable concepts as the basic design matures, we were able to move to the functional concepts of the home visitor and away from the more formalized concept of the teacher, or as in this case, the associate teacher.

Granted, in the process we abandoned any thoughts of the career ladder inherent in your question, but we may well have provided the home visitors with new skills and information about himself and others not readily available to him elsewhere and, in the long run, of more lasting significance.

RFD an "instructional process..."

Associate Director Stephen Udvari

QUESTION: Two definitions of Adult Basic Education have been published by RFD. One substitutes the phrase "instructional process" for "institutional program." Would you explain the distinction and indicate which definition you prefer.

ANSWER, from Associate Director Stephen S. Udvari:

Before attempting to enunciate a statement of philosophy for RFD, it was felt that a working definition of Adult Basic Education was in order. Most definitions of ABE being used several years ago defined it in terms of program limitations and literacy skill acquisition. The very nature of the RFD program demanded a more dynamic parameter from which to operate. The following, then, is the definition:

Adult Basic Education is an instructional process of information and action in the continuing stream of life-long education designed to provide experiences and skills to improve the quality of life of adults who are functioning at a level of performance and participation that does not permit their skillful use of available alternatives and their total involvement in today's complex society.

This definition has been published on two separate occasions substituting **institutional program** for **instructional process.** The two concepts are somewhat dichotomous. The very nature of the word *institutional* connotes rigidity and traditionalism. For the most part, it is precisely this perception that undereducated adults hold about ABE programs. Furthermore, it is this aspect that thwarts adults from participating fully in institutional programs. In this same sense, institutional programs are organized on predetermined sequential bases. The learner is committed to a lock-step movement from the beginning of a program to the end. In such an approach, the emphasis is placed on meeting institutional goals rather than individual needs.

In the definition that I have proposed, the concept of *instructional process* is predicated on *affective* relationships rather than *cognitive* ones. In this instance, the words *instructional process* are flexible to also imply independent learning relationships. However, the essence of the concept is intended to mean **a continuing development involving many changes in the learner — a process of evolving.** Continuing development on the part of the adult learner can be best affected through processes that permit random entry and self-determined exit when the need has been met. **Instructional process** then, is an individual relationship of the learner and what he needs to know. Whereas, **institutional program** denotes many learners dealing with a single body of information.

RFD is designed to permit many learners to deal with many problem-solving relationships. In short, RFD is a process that encourages the learner to personally prescribe his own curriculum in order that he may become **R**eady **F**or **D**aily-*living*.

DIRECTORS EXPLAIN HOW RFD MEASURES SUCCESS

COMMENT, from Director Boris Frank: Most adult educators and educational psychologists in this country tell us that adults come into learning situations to satisfy a specific need. Malcolm Knowles, for instance, in his book *The Modern Practice of Adult Education* indicates that need gratification and satisfaction are keys to reaching adults in educational situations. RFD is designed to satisfy particular needs without the individual having to go through an often unwanted comprehensive educational program.

QUESTION: How do you know if RFD satisfied particular needs? It is understood that RFD is designed to meet such needs, but how will you know that it actually has met these needs?

ANSWER, from Boris Frank: One is from indications from the clients themselves. Does the client feel that he has satisfied his needs? Who are we, for instance, as the educators, to always say that this person has or has not satisfied his needs? An adult can usually tell for himself if he has satisfied his needs. One of our measurements will be self-evaluation. The University of Wisconsin Psychometric Laboratory will set up special methods of evaluating a program of this type. It will not be the traditional approach of grade level achievement or achievement within reading levels or in math levels. How many people used RFD's services? How many people contacted other service agencies because RFD suggested it? How many people are physically doing things that they may not have done before? These are the types of behavioral change we will look for.

QUESTION: This requires pretests to find out what RFD members were doing before they joined the program. In other words, to determine behavioral changes, you will have to have information about the adult's behavior before RFD. What did RFD do for a pretest?

ANSWER, from Associate Director Stephen Udvari: Firstly, we have rejected the traditional methods of pretest and posttest evaluations because of the potential threat such tests have. One pretest we did employ was a check-list device which was non-threatening. It is a self-reporting index specifically designed not only to seek information but also to allow the individual to understand his own coping skill needs and development. Secondly, built into the content materials were certain kinds of elicited action responses. For example, an earlier RFD survey revealed that undereducated adults didn't write or receive much mail. To utilize the mail as a strategy, we designed preaddressed postcards for requesting additional information. The requests were answered through the mail. In a small way, this system set up a level of expectation and worked to create study habits. Furthermore, some of the content materials were only translatable into action responses. For example, a bulletin on preparing a master mix could be completed only by sending for a book of recipes using the prepared mix. However, the major evaluation will be achieved by comparing the treatment group's newly acquired behavior as the result of their interacting with the RFD materials, against the behavior of the control group who had no opportunity to interact with RFD materials. This method, applied to both groups, precludes the element of measuring success or failure; consequently, the responses tend to be more realistic.

QUESTION: Many undereducated adults are reticent to explain their actions or their weaknesses; for example, they might say they actually use community services when, in fact, they don't. A self-report would be suspect for this reason, don't you think?

ANSWER, from Boris Frank: I think you have to remember the element of the home-visitor. The home-visitor is the key to the entire evaluation process because she perceives what the situation was when she first went into the RFD member's home, and she sees what changes take place as she visits with the RFD member. And, specifically in the case of community services, we can check utilization with the various agencies.

QUESTION: Were the home-visitors trained to make these kinds of observations?

ANSWER, from Associate Director Vincent Amanna: Yes. Concerning evaluation, the RFD home-visitor had two distinct functions. One function was to employ a prepared interview schedule at each visit. This data, based on questions of a fairly precise nature, was gathered over the 20 weeks. We couldn't go dashing into such tests; otherwise, we would have turned off the participant. The second evaluative function that the home-visitor performed—and to me it is even more important than the first—was to be very sensitive about clues picked up while visiting. The home-visitors were trained to be sensitive to these clues about the life of the participant, including the life of the participant prior to the advent of RFD. These were the two approaches RFD used to gather non-threatening pretest data.

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NEWSLETTER

AUGUST 1971

RFD Evaluation
Reflections Pro and Con

As you know, this is the year for RFD's evaluation. The evaluation will measure a wide range of behaviors that denote a change in coping skills, among them the use of RFD services and contacts with service agencies suggested by RFD. Persons receiving the personal attention of a paraprofessional weekly visitor and the special RFD reading materials will be compared with those who only had access to media presentations.

We asked two members of RFD's professional advisory board what they expect the evaluation to show. Both have definite, occasionally divergent, opinions. Their frank answers to this broad question reflect their individual concerns in adult basic education and in the implementation of the RFD program and its evaluation.

Both men are specialists in adult education at The University of Wisconsin. Robert D. Boyd, professor of curriculum and instruction and former editor of Adult Education, was Associate Director of Continuing Education at Antioch College, where he co-directed adult education programs. His particular interest is adult motivation. He visited all of the nation's major adult literacy education centers during 1964 and 1965, as a member of The Ohio State University research and consulting team on literacy education.

Burton W. Kreitlow, whose research specialty is change in social organizations, is a professor in the Department of Educational Policy Studies and in Education Extension. Among the projects he has directed are programs on the improvement of adult basic education teachers, done under the auspices of the Wisconsin Board of Vocational, Technical, and Adult Education.

PROFESSOR KREITLOW

What RFD's evaluation shows will be determined by what aspects are considered. If the materials produced are really evaluated, this should be done in terms of the outcomes they were supposed to achieve. Assuming one objective of demonstration projects is to upgrade the capabilities of low-literacy adults, then an evaluation should get at whether or not the capabilities of these adults have been increased by contact with RFD. This can be done at several levels. The ultimate test of a program's success in adult basic education (ABE) is whether the adults contacted learn to read more effectively, learn to handle their daily and weekly crises, and learn to use personal and community resources for continued learning.

I think we're not very likely to see the evaluation concentrate on these kinds of measurements because they are hard to get at, and most federal programs provide too little time for their evaluation. What I expect is a secondary level of evaluation — an identification of ingredients we assume are related to primary objectives. We assume, for example, that because a person contacts other agencies more readily today than he did last year that he has learned to handle his problems more effectively. I want to know whether RFD produced this action.

One of the things that concerns me about the evaluation relating to the objectives is the expectation I have had all along of the difficulty any medium has of getting to people who need the message most. This is the problem every adult education agency has in reaching the under-educated adult. I expect RFD reached more non-target than target audience. Whether RFD's multimedia approach did reach the need group better than a well-established agency could, I don't know. I would be interested in finding out who was contacted, and a breakdown by ability levels, education levels, and economic levels of a random sample of all persons reached by any means — both the target audience and others. Were coping skills more effectively developed among the middle class and lower middle class than among the disadvantaged adults in the geographical area covered by the project? The lower middle class — of which very few meet ABE criteria — has a value system that is upward bound, but the disadvantaged, low-literacy, lower class rural adults have a cultural pattern often lacking in those motives held dear by the middle class.

The question of values must be raised in any ABE program. As educators, we tend to impose values, and assume that good old middle class values are right. Our measurements often reflect what the middle class would do. This bias is not part of RFD's evaluation, as I have perceived it, but the project is so tied to values that its consideration would be useful, as it would to almost any program with low-literacy adults.

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In the past, evaluations of ABE demonstration projects and programs have been limited by the amount of time that has to be spent on other things. A sound evaluation should be an integral part of all phases of a program, but when you run a program there are such priorities as producing materials, finding staff to do the job, and organizing and administrating that are necessary to keep the program moving. By the time the staff spends its energies on these problems, there isn't time to integrate evaluation. This is true of almost every ABE program I have ever seen, and I'm afraid it's been true of RFD.

People involved in ABE programs are committed to doing something now, and helping people in need often takes priority over reaching stated objectives. After the program is completed, the staff gets to the point where they can concentrate on evaluation. Then they're too late and are forced to use a lot of hindsight and do a second-level evaluation — an appraisal — rather than an evaluation directly tied to the objectives.

In my way of thinking, the evaluators, whether insiders or outsiders, should have been involved in evaluating the program from phase one. I would like to see demonstration projects put more emphasis on evaluation from the start. It's very hard to tell whether RFD or any other demonstration project is effective without a lot more evaluation effort. If we don't have sound evaluation, we end up as publicists for programs we believe in rather than those we can actually prove. I say this because RFD probably has been more competent in its publicity role than in any other. Because of this, it is in danger of portraying a value to a program before the evaluation can substantiate or refute this value. **A program whose staff has a lot of ability to publicize will look good on the appraisal, even though it is not tied to the achievement of primary objectives. The staff's commitment to the program will lead the observer to overgeneralize on its effectiveness. Even professional observers are fooled by publicity.**

I am not sure well publicized programs can sell reading and coping skills to the disadvantaged. Can they sell a program of learning to low literacy adults? Do these adults read better now? Do they cope more effectively? Do they go to other agencies and, as a result, handle their daily crises better? I wish the evaluation of RFD would answer these questions. Perhaps it will.

I believe that the multi-media approach to ABE is a sound one, and I hope we will have some clues as to its effectiveness from RFD's evaluation.

PROFESSOR BOYD

I think one of the basic things to come out of the RFD program is that we will develop techniques to reach those people in the rural slums of America who have not been reached by conventional cooperative extension. Cooperative extension has been extremely successful with middle class people, so successful that it has driven many families without middle class values out of farming. That is my impression. I'm not criticizing cooperative extension. They set their goals and met them so well that the unsuccessful farmer, partly because he did not take advantage of cooperative extension, found he could no longer compete with neighbors who used it, who even sent their sons to schools of agriculture to get advanced degrees. The unfortunate thing is that in the meantime some rural people have been made isolates.

I see RFD as the first sincere program to reach out to these people and say, "We care about you and we're going to try to help you help yourself! And we're not only concerned about you economically, but we're also concerned about you as people." This message has come through. I think the evaluation will show that money spent to reach these people with television, and especially with home visitors, is money extremely well spent.

The evaluation also should reveal problems these people have which we never dreamed they had — severe problems in interpersonal relations, in isolation and economic segregation, and in mental illness.

The evaluation should reveal the need for integration among adult educators, social workers, and health authorities. It may show us that social and economic problems are too pervasive for the county agent, adult educator, or health authority to handle alone. It should show us additional ways specialists can work together. Although this wasn't its major thrust, RFD began to show how an adult educator can work with county authorities. If the evaluation doesn't consider this, it will have missed a significant factor, in my judgment.

I think there was reinforcement from one medium to another. This is a sound principle of education, and one we subscribe to in our schools. We should begin to subscribe to it in adult education, too. It's a pity it hasn't been done before. In this sense, RFD is a pioneer in a practice which one would think quite common.

I imagine the program reached a wide audience than its Target Audience. The American viewing public is sometimes not as sophisticated as we would like to think, and the middle class housewife who is not included in the RFD sample may have tuned in and been a regular follower because of the format. All those hints and recipes were extremely useful. The interviews with celebrities presented a side of them which you don't ordinarily see except on the late-late shows.

The design is a good one. It wasn't testing learning per se, but what kind of changes occur in the lives of these people. It asked, "If I do this can I notice any changes in these people, even those I don't expect?" By opening it up this way, it did less violence to what we know about adult education. We really don't know if you do X do you get Y, or do you get W or Z. To us as educators it is just as meaningful if you get Z. An analogy is whether children learn to read better with Method A or Method B. They may learn just as well with either method, but their attitudes may be vastly different. With Method A they may become excited and enthusiastic about reading, but with Method B they may end up feeling they just don't like reading any more.

As far as learning to read goes, we may find that there is no difference between RFD's control and experimental groups, but there may be differences in self-esteem, community involvement, and so forth, and these differences may be tremendous. Vicarious achievements will be significant, not whether we got rid of illiteracy. It is more important to measure whether the individual is more self-initiating, involved in his community, facing the realities of the world, trying to solve his problems, and giving up his childish fantasy world. Does he have an enhanced self-concept? Does he pay his bills now? Does he get to places on time, relate to people better, care about his health, use the resources in his community? Do others find him a happier person? These are the significant factors, not only that he is a better reader.

We have thousands of studies done by competent people that show you one method is about as good as another. What they find, however, is that attitudes make a difference. Most researchers don't want to touch attitude change because it's "messy" and not as "nice" as numerical scores on the California or Iowa Achievement Tests.

When it comes to measuring self-esteem, I am absolutely opposed to giving these adults paper-and-pencil tests. These tests are far too threatening to an already very weak self-esteem, and are more apt to measure anxiety and lack of cooperation. A relaxed interview with someone you trust is a far better measure of self-esteem. We have tested interview methods. There is no reason why we should not use them.

NEWSLETTER

DECEMBER 1971

DEVELOPMENT OF THE RFD CONTENT CENTER COMPONENT

Steve Udvari
Associate Director, RFD

RFD's home study component, the Content Center learning materials, was perhaps its most difficult to implement. The staff's initial effort was to assemble a core of curriculum materials from the many existing commercially published materials for adults. At the end of a six-month review of materials, however, it was determined that most of the materials were inadequate or inappropriate for RFD.

Steve Udvari, associate project director, discussed this and other facets of development in a recent interview.

"Basically, problems of the content development centered around preparing relevant informational units for adults," Udvari said. "Information was limited in a number of categories in which potential RFD participants expressed high interest. Many of the materials did not speak to the specific concerns of undereducated adults since they were prepared at a higher level of comprehension and sophistication. There was, however, a profusion of materials in the area of money management and the world of work."

Just getting a job is no longer the overriding concern of the disadvantaged adult, Udvari said. There are many social services by which he can maintain his life. "The disadvantaged adult is becoming more concerned about improving the quality of his life beyond mere maintenance requirements. He is becoming more concerned about intangibles such as greater job satisfaction, identity, status, and being able to control alternatives over which he feels he has very little control."

RFD also found that most existing adult basic education materials stressed reading and writing skill development, Udvari said. "So many educators feel that teaching the individual to read and write will solve most of his problems. This is not so. Even our limited surveys indicate that reading, writing, and computation are only three of the many problems he must deal with, and they are quite low on his list of priorities. High on the list are those things that will help him improve the quality of his life."

"We felt it very important to give the undereducated adult certain kinds of information for strengthening his identity, for developing his sense of self-esteem and independence, and for effecting changes for himself and his family. We found very little commercially produced material to develop these characteristics – almost none."

New Goals

After six months of unsuccessful searching, RFD decided it had to produce most of its own materials. It had a year in which to do this. During that year, content development staff was changed from three part-time to two full-time writers.

The original goal of having all materials reviewed by experts and pretested on the audience for credibility, usefulness, and relevance was time-consuming and encumbering. Testing of materials was finally limited to the actual demonstration phase of the project.

RFD's materials contained one major concept per unit, Udvari said, and were written at the independent-study level (fourth to sixth grade equivalency level) in clear, concise, journalistic language to which adults are accustomed, since this is the manner by which they receive most messages.

Janet Laible
Content Specialist

To fulfill these objectives, a journalist, Janet Laible, was hired as a content writer.

"RFD's printed materials stressed adult orientation and used quality illustrations, layout, and design," Udvari said. "Many locally and commercially produced materials were of such poor quality that they reinforced a poor perception of self-esteem and demeaned the adult learner."

"We tried to eliminate rote and repetition," Udvari said. "We did not want to develop a workbook format which simply measured immediate recall or information. This type of format does not assist the learner to assess the usefulness or transferability of information into problem solving situations." Rather than ask adults to fill in the blanks, RFD tried to get them to translate information into action by applying it immediately as life coping strategies.

"For example, when we talked about emergency telephone numbers, we included a self-adhering label which the person could use to write the numbers on and attach to the telephone. When we talked about comparison shopping, we invited the person to examine her shopping practices by comparing brand name prices with store brand prices.

"The whole emphasis was on coping skills and behavioral change rather than literacy skill development."

A set of five three-ring binders was designed to hold the RFD materials and other supplements the individual might collect. The binders contained pocket inserts convenient for holding clippings, brochures, and pamphlets. The learner was encouraged to prescribe his own course of study and compile his personal "encyclopedia of life coping strategies."

"There might be a tendency to believe the materials were female-oriented," Udvari said. "When we designed them, we tried to emphasize a total family orientation. In planning a menu, for example, we designed a game to involve all family members in considering good nutrition.

"There is a tendency for the woman in the rural Wisconsin family to be more interested in educational pursuits than the man," Udvari said, adding that wives have four years more schooling than their husbands. "They also read more books, magazines, and newspapers than their husbands," he said. "They have the inclination and time to deal with printed information."

Production Problems

Production of original content materials was a problem from the beginning, Udvari said. "The basic problem was that we assumed far more than we were able to logically produce. Our original curriculum offering consisted of 124 units of information. We streamlined the Content Centers to include 72 units, and even this was an optimistic projection. Producing materials of this quality and quantity for adults may take six full-time writers three years to accomplish."

By the end of the 20-week field demonstration, the content staff completed 14 original units formally printed on subjects of high adult interest, Udvari said. It sent out an additional 15 units in typed copy form. Suitable commercially published materials were ordered to complete the Content Center listing and made available to participants.

Materials were free and sent to anyone who requested them. To simplify ordering, there were preaddressed, stamped postcards in the loose-leaf binders that only required a name and address. Although these binders and order cards were sent primarily to the 100-member treatment and control groups, over 1,478 cards were returned requesting materials. Units mentioned by home visitors and on TV were requested more, Udvari said, which may indicate that human interaction is needed to motivate people and convince them materials actually are free.

Although requests for materials were far greater than anticipated, Udvari said, the project filled all requests received during its five-month demonstration period. People were notified when materials were delayed or unavailable.

During program implementation, 12,944 items were distributed to participants. Most of the materials went to persons who were highly motivated to seek information and who knew how to process it, Udvari said. "What this may indicate is the pervasive need for adult information dealing with life coping skills at all social levels."

THE RFD SYSTEM

THE MEDIATED DELIVERY SYSTEM

INTRODUCTION

This six-part series explains an educational system that can shape and personalize mass media to reach a disadvantaged and hard-to-reach adult population. The system can help adults learn reading and computation while teaching them the practical and essential skills they want to learn and need to learn in order to cope with life and its problems. The system incorporates the known principles of adult learning and the effects of mass media. By capitalizing on the accessibility and convenience of mass media it has great potential for reaching disadvantaged adults seldom if ever reached by more conventional education methods.

This mediated system was developed during a three-year U.S. Office of Education project located at the University of Wisconsin Television Center - WHA-TV. It used TV shows, hundreds of print bulletins, radio programs, a monthly Almanac, a toll-free problem-solving telephone service, and personal contact in the form of home visits.

The form and content of each element can be designed to meet the needs and characteristics of any adult population. The original test was designed for undereducated and disadvantaged rural adults in four counties within range of the TV signal of the University of Wisconsin's television station. Elements of the system are explained in this report as part of the project's efforts to share its experience with others. Although each element may be used separately, their combination increases a program's effectiveness.

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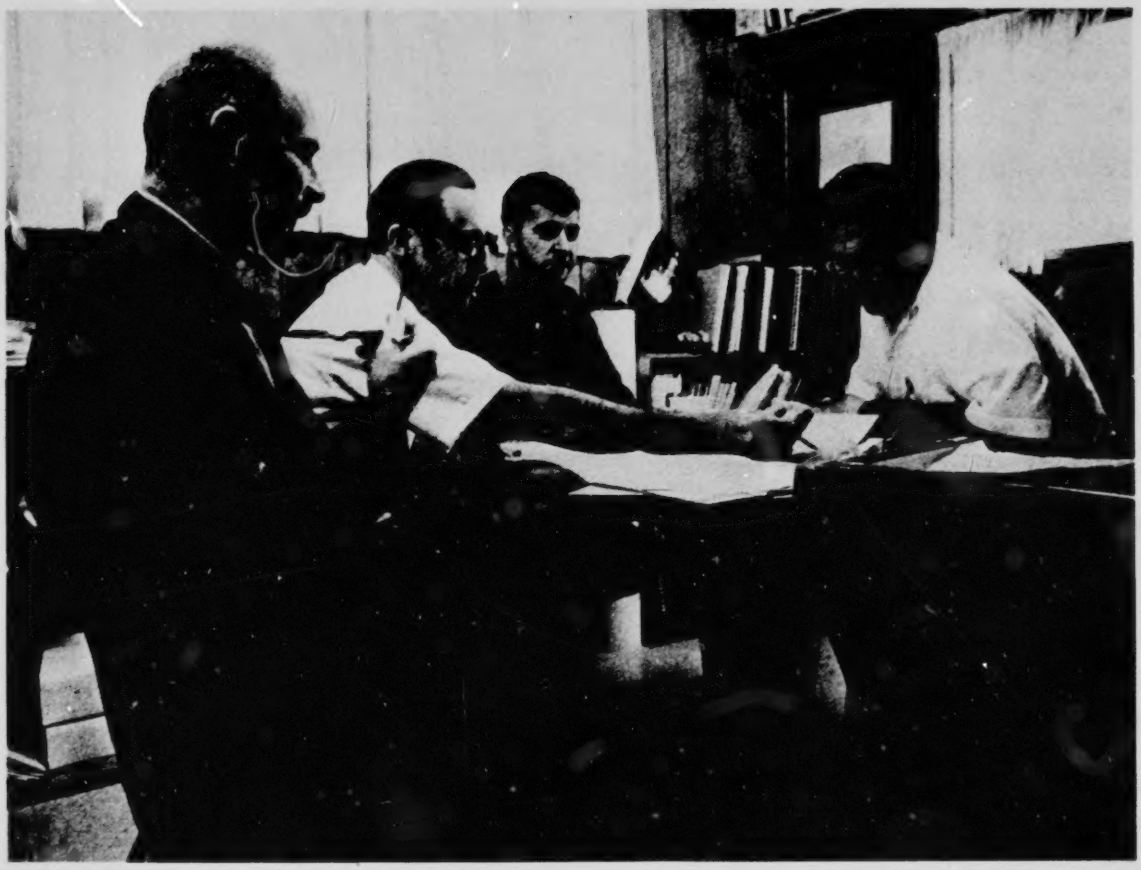

Many planning sessions took place to coordinate the components of RFD. Here project director Boris Frank (right) confers with Steve Udvari, Vincent Amanna and Bob Leu, directors of home study, home visits, and television, respectively.

THE MEDIATED DELIVERY SYSTEM:

Its original development and use

The mediated educational system explained in this report was originally used to serve undereducated rural adults in four counties of southern Wisconsin. In rural areas of these counties, 43 to 51 per cent of the adults have never been to high school and one family in four lives at or below poverty levels. Like undereducated adults elsewhere their problems are not simply educational or economic. They confront a wide range of personal and family problems that are intensified by stresses of low income and not knowing where to turn for help. Nor is their isolation simply geographical, for their limited reading and computational skills further limit their awareness of possibilities for improving their lives.

Distance, pride, isolation, long working hours, sheer poverty and negative experiences in elementary and secondary schools are enough to keep them from going to adult literacy and mathematics classes. Yet most of them own TV sets, radios and telephones. Electronic media can and do penetrate their isolation.

This mediated system was designed to combat their lack of motivation, isolation and shame of economic and educational handicaps. It combines a variety of electronic and print media with personal contact to deliver information to the adult in the privacy of his home, where he is free to choose what he wants to learn and by what means. There is no prescribed sequence or topic, no tests, grades or lectures. The system helps the adult develop those skills and pursue those interests which he feels necessary and relevant to his particular situation. It helps adults learn what they want when they want and as fast as they want, and permits them to stop when they want or when their needs have been met, and to return any time they feel the urge. The system does not have "drop-outs."

The system uses six major components:

* a weekly half-hour TV show

* a wide array of information bulletins

* personal contact in the form of weekly home visits

* a weekly radio program

* a monthly Almanac

* a toll-free 24-hour telephone service for answering questions and requests for materials

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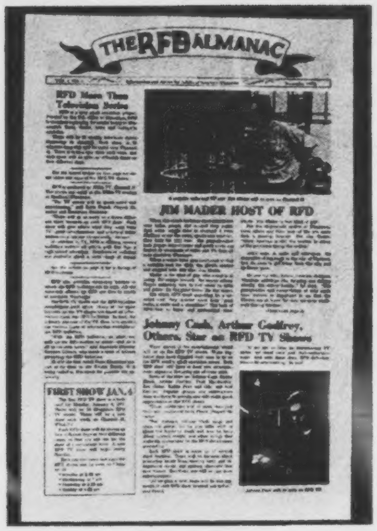


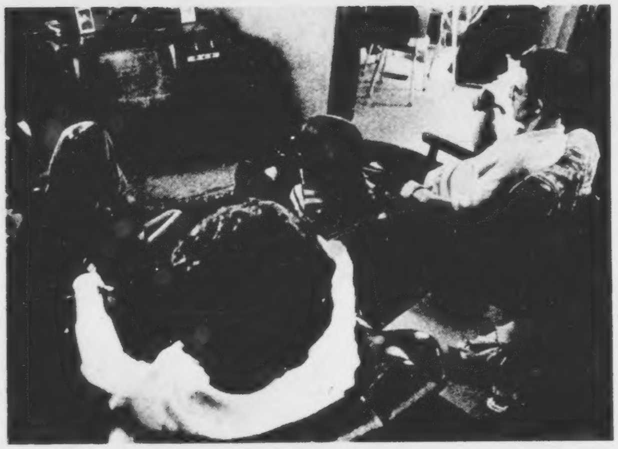
THE RFD ALMANAC

RFD More Than Television Series

JIM MADER HOST OF RFD

Johnny Cash, Arthur Godfrey, Others, Star on RFD TV Shows

FIRST SHOW JAN. 4



The RFD delivery system brings information to adults by television, printed bulletins, home visits, radio, Almanac, and telephone.

The system can help adults learn new ways to cope with life in areas of money management, nutrition, child development, consumership, interpersonal relations, employment, home maintenance, dealing with agencies, and any other adult concern.

Each component could stand alone. They were more effective, however, when used in combination by a participant - and participants were always encouraged to use all components available.

The original test of the system was the RFD or Rural Family Development Project. Before implementation the staff personally contacted officials in agencies and government to explain RFD's purpose and solicit their cooperation. They asked social welfare agencies for names of undereducated adults, who were contacted individually and invited to take advantage of home visits. They launched an extensive publicity campaign to promote RFD as "information and action for adults" to encourage participation by adults of all backgrounds in order to avoid stigmatizing undereducated participants.

The system's media and its ongoing promotional campaign introduced topics covered in the informational bulletins and tried to motivate adults to pursue any subject of interest by writing or calling RFD. The media also informed them of Action Line's free telephone service available at all hours to help with any problem or question, as well as for ordering bulletins.

During the 18 months of planning, the staff designed the form and content of each element in the system to fit the target population, using data from field surveys and other sources. By asking disadvantaged rural adults what they most wanted to learn, the staff discovered it had to present practical information on how to cope with life and its problems, not traditional subjects like spelling and grammar. The staff designed a comprehensive curriculum of "life coping" information that included anything an adult might want to know about health, nutrition, safety, sanitation, first aid, employment, money management, child development, interpersonal relations, and other topics. This information was available in single concept bulletin form that permitted the adult to choose what he wanted to learn. Any adult could phone or write RFD to order a bulletin, which he could read at home on his own.

The RFD television shows contained practical information in a bright and fast-paced format. There were 15-20 different segments per show, many very brief, some three or four minutes long. Television entertained while it informed viewers of available agencies and other resources in the four counties, showed viewers practical hints on home maintenance, nutrition, shopping, and other subjects, and motivated them to order bulletins and phone Action Line. Johnny Cash, Burl Ives, Dr. Joyce Brothers, Chet Huntley and other stars made regular appearances.

Home visitors assisted the participant in ways the system's media could not--as friends and confidants. They facilitated use of RFD's services as they tried to help the adult in any way possible. RFD selected its team of eight paraprofessional visitors from persons recommended by social agencies and respondents to "help wanted" advertisements in the four counties.

The system's monthly RFD Almanac was sent to rural adults to stimulate their participation and deliver information relevant to their needs. Its radio programs served a similar purpose.

Briefly, this was how the system functioned during its first implementation. It is a system that permits a program to reach a hard-to-reach adult population conveniently, privately, personally, without embarrassing the participant. It allows the participant to select the media and form of delivery best suited to his needs.

The system is flexible and has promise for continuing education of adults of all backgrounds and needs. RFD was not the educational program with the answers for education of the undereducated adult, but it was one innovative attempt to design and utilize mass media to help meet the needs of adults in a down-to-earth, practical and personal way.

This report does not answer all questions about a program of this type. It can only introduce the subject and suggest ways that worked in a test situation. Successful development of a similar program depends upon your particular needs and circumstances.

The RFD staff sincerely hopes that its experiences will be useful to educators, social service workers and communicators who realize the potential of mass media for continuing adult learning.

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INCORPORATING PRINCIPLES OF ADULT LEARNING AND MASS MEDIA

The system was carefully planned to incorporate known principles of adult learning processes in order to increase its educative potential.[1]

1. Learning tends to be valued by an individual to the extent that a high valuation is placed on learning by those elements of his culture that are important to him. This suggests the importance of the home visitor or similar personal contact.

2. An individual tends to be motivated to learn to the extent that he perceives the need for self-diagnosis of learning needs and self-evaluation of the learning process.

3. An adult tends to resist learning to the extent that his self-concept as a self-respecting, self-directing organism is threatened or violated. This principle indicates the importance of involving learners in the process of planning their own learning experiences and making decisions about use of the media and their content.

4. An adult tends to enter into a learning activity with a problem-centered orientation--with the intention of immediate application of his learning to the solution of life problems. This indicates that adult learning experiences should be organized around problem situations defined by the learners themselves and that material presented through media should be organized according to a problem-solving sequence rather than a logical subject-development sequence.

5. An adult tends to internalize new learnings to the extent that he is able to incorporate them into his experience. This indicates the importance of content that is directly applicable to the life situation and needs of the adult.

The system addressed itself to one of the most perplexing variables confronting all programs to help adults improve communication and computational skills: the problem of motivation. This ruled out traditional pedagogy in most of its forms. A prescribed sequence or curriculum, tests, grades, lectures, childish materials, formal classes, rote memorization, quizzes and grades recall past school failures and boredom. Traditional pedagogy is bad enough for children who have no choice in the matter, but it is lethal to a voluntary program of adult education.

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[1] Adapted from Malcolm Knowles, "Adult Education," In Rossi, Peter H. and Bruce J. Biddle (Eds.), The New Media and Education. Garden City, NY. Anchor Books, 1967, pp. 348-9.

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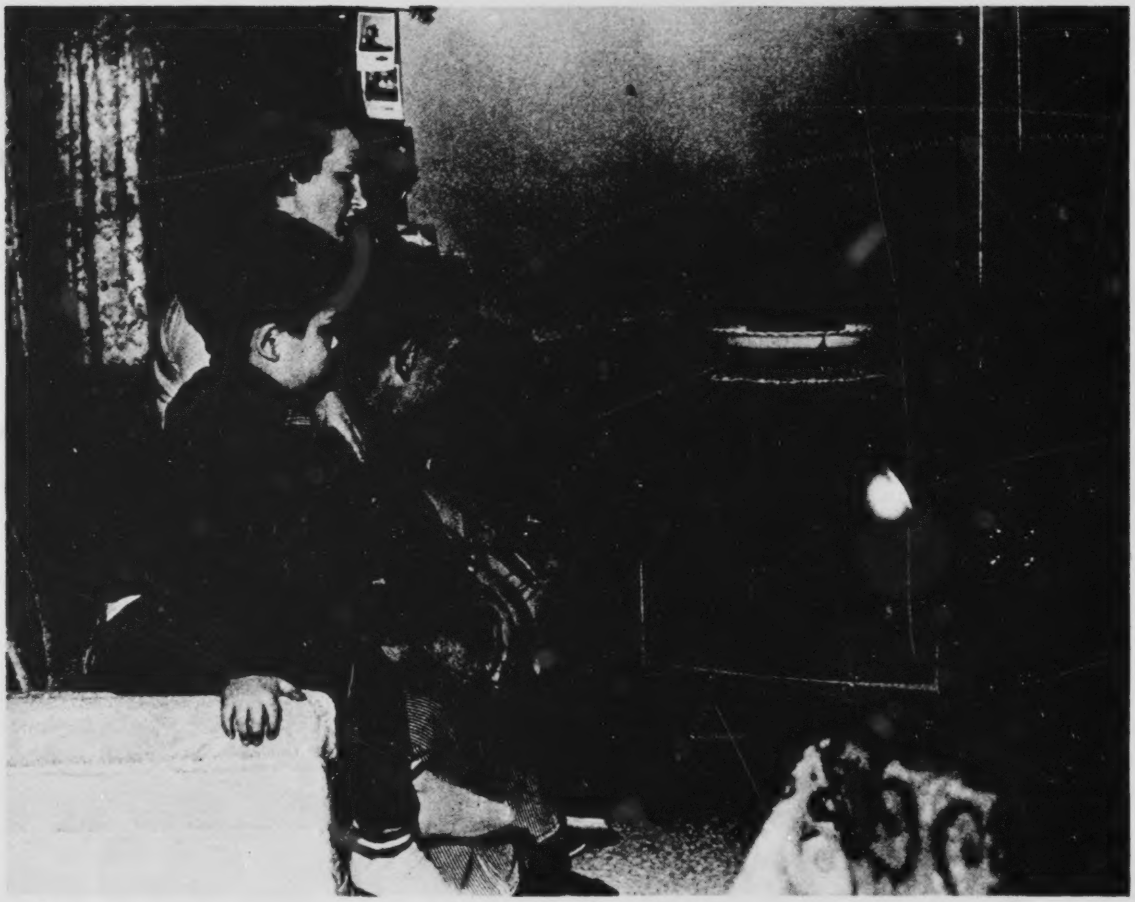

RFD had to discover the media habits and preferences of its target population–undereducated rural adults.

Adults also want to participate in programs at their own convenience, when the subject matter interests them and when their interest is at a peak. They want to come when they can, leave when they want to or when their needs have been met, and return any time they feel the urge to learn more. Traditional methods may force adults to drop out simply because they miss several consecutive classes or fail to move sequentially from one grade to another. These obstacles to adult learning are overcome by this mediated system which can deliver information directly to the home in a variety of forms when the adult wants that information. The system enabled the participant to select those components that best met his needs.

The system also incorporated the capabilities of mass media. Research on the effects of specific influence attempts shows that mass media can produce changes, especially in the areas of knowledge and attitudes, but that these changes tend to be temporary unless reinforced in some way, and that the strength of impact is greatly affected by such factors as the status and credibility of the communicator, the qualities of the communication, the predisposition of the audience, and the degree of audience participation.

The system was shaped to maximize impact based on the following principles:[2]

1. The more a program reinforces the needs and attitudes of people, the more successful it will be.

2. The more the content of a program reinforces what an individual has experienced, the more successful it will be.

3. The more the content of a program reinforces needs an individual expects to face in his near future, the more successful it will be.

4. The more the content of a program takes advantage of reinforcement from other media and the immediate social situation, the more successful it will be.

5. The more the content of a program reinforces needs which relate to specific role or things we do, the more successful it will be among those who take those roles.

6. The more frequently and the more recently the content of a program reinforces needs, the more successful it will be.

7. The more a program reinforces needs so individuals will resort to books or to other sources for further reinforcement, the more successful it will be.

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[2] Adapted from C. E. Swanson, "Guides to Success in Educational TV," R.B. (Ed.) "Adult education and mass communications." Adult Education, 1953, 3, 127-31.

8. The more immediate or pleasure-giving the rewards offered to individuals by the content of a program, the more successful it will be.

9. The more emphasis upon, and use of, delayed-reward subject matter in a program, the greater the intellectual ability required of the audience.

10. The more the key ideas, the major themes, the essential information in a program are translated into visuals, the more successful will the program be.

11. The more information and the greater the complexity of ideas in a program, the more intellectual ability will be required for learning.

12. The more the personalities in a program appeal to individuals, the more successful it will be.

13. The easier the physical availability of programs to individuals, the more successful they will be.

14. The more advance notice the persons in a potential audience have of a program, the more likely they are to attend to it.

Although adults may be impoverished for a variety of reasons and under many different conditions, they are still individuals coping as best they can with what their lives present. The question remains, then, whether services can be set up so that adults who use them become participants rather than recipients, approaching projects with dignity and, in turn, being accorded the dignity they deserve as individual human beings. Given a chance to participate in programs that are attuned to their needs and that approach them with respect and consideration, even very burdened adults make good use of educational experiences.

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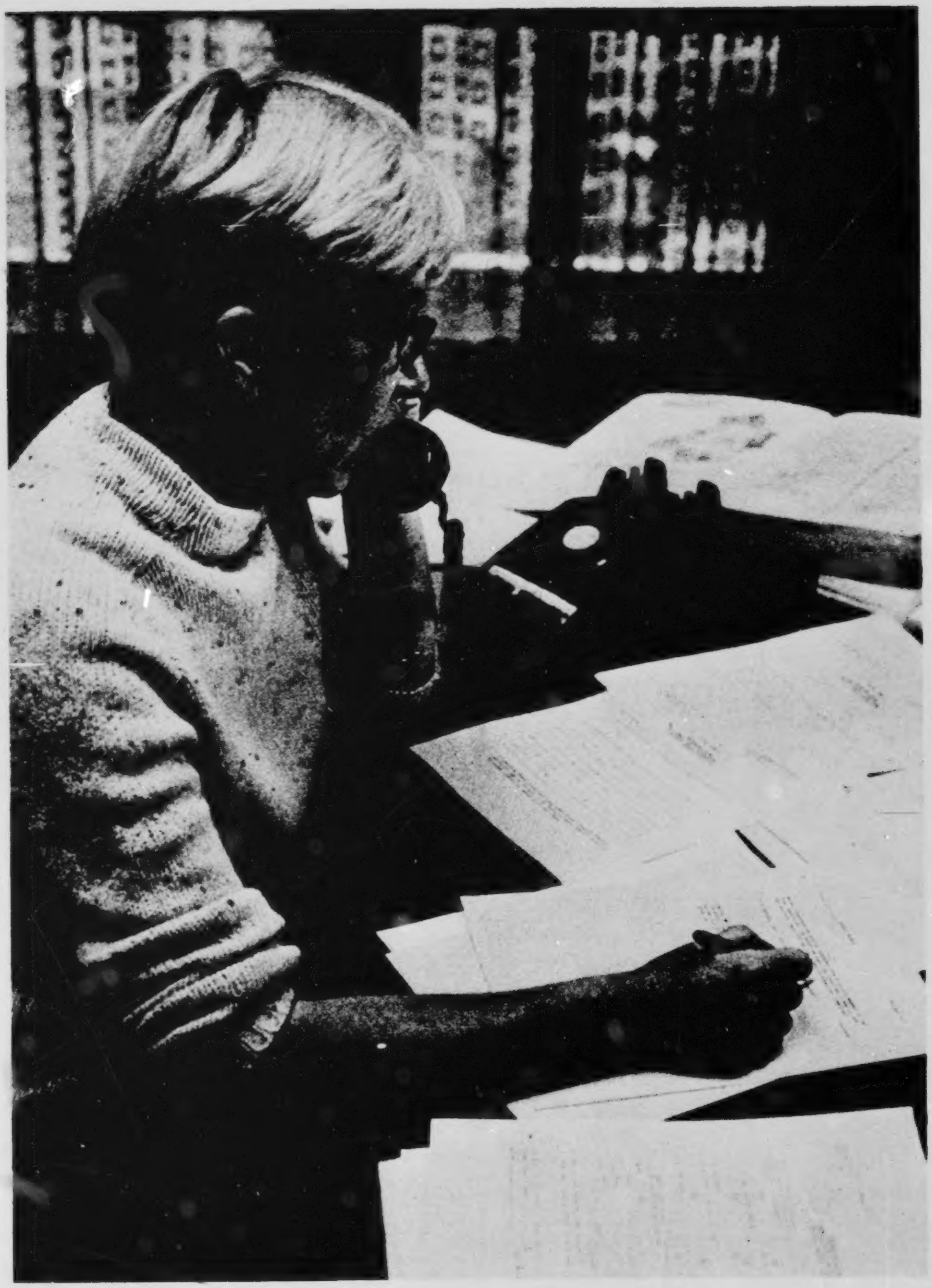

A telephone survey of 60 undereducated rural adults helped RFD determine content and utilization of media.

ASCERTAINING PARTICIPANT WANTS, NEEDS AND INTERESTS

One of the advantages of this mediated system is its ability to speak directly to the wants, needs and interests of the adult as he perceives them. This is not only possible but essential. Adults are motivated to learn to the extent that they see the need to learn and the rewards of learning. The preceding section on characteristics of adult learners and mass media strongly indicates that the more a program incorporates the wants, needs and interests of the adult target population, the more effective it will be.

If a project is to address itself to these wants, needs and interests, it must ascertain them directly, by going to the potential client. This is not only obvious but crucial. If the system simply becomes a vehicle for transmitting information that professional educators or others think adults should know or want to know, its program will attract fewer participants and be hampered in meeting the needs and interests of those it does attract. A prescriptive curriculum sets up barriers to self-directed learning. It reinforces the perception of disadvantaged adults that they have little or no control over their lives and that their own concerns and interests have little validity. In short, although a prescriptive curriculum is traditional and more easily implemented, it limits the outreach capability of a mediated system and prevents adults from learning that their needs and interests are legitimate bases for acquiring knowledge.

There are several methods for determining the potential client's wants, interests and needs. Whatever the method or methods used to gather this information, care must be taken to maintain the dignity and integrity of the respondents, who must be made to feel that their opinions and feelings are valued and that they are contributing to the good and well being of others. Discretion must be used in probing under-educated and disadvantaged adults, who prefer to remain anonymous and who are easily threatened by direct methods of questioning.

Preliminary Data Gathering Methods

Peripheral observation--One method to ascertain client needs is peripheral observation. This can be done by recording the feelings expressed at local gathering places such as employment offices, welfare offices, co-operatives, retail stores, bars, auctions, fairs, churches, post offices, etc. An RFD observer recorded the feelings he overheard while riding trucks for milk pickup and surplus food distribution.

Interviews--Another method to ascertain needs is the interview, which can be a casual conversation or a structured interview administered by paid interviewers.

Assemblies--Another method to gather preliminary indications of client needs and interests is the assembly or meeting. This may include welfare rights groups, civil rights groups, parents' groups, labor unions, and any other meetings which potential clients are likely to attend.

Survey--Another method for gathering preliminary data is the survey. The survey method, which tends to be costly, should be designed and conducted by professional survey practitioners using questions derived from observation and interviews. RFD used a telephone survey conducted by the Wisconsin Survey Research Laboratory of the University of Wisconsin-Extension. Respondents were 60 rural adults with no more than an eighth grade education. The RFD survey served a dual purpose--ascertaining the wants, needs and interests of the respondents as well as their media habits (the following section elaborates the survey of media habits).

Questions on the wants, needs and interests of respondents probed the ways in which they interact and cope with the outside world to get information and satisfy needs:

Do you figure your own income tax return?

use the yellow pages?
have a checking account?
budget your expenses?
use the library?

There were questions on leisure activities and on the interests in specific coping skills:

Do you think programs in the area of family life such as making yourself and your home more attractive would appeal to people living in rural areas?

How about the area of home management like--how to buy wisely and buy on credit?

How to save and invest money?

Dental health and care?

How to earn money during retirement?

Understanding how our government works?

Finding out what services are available for people living in rural areas?

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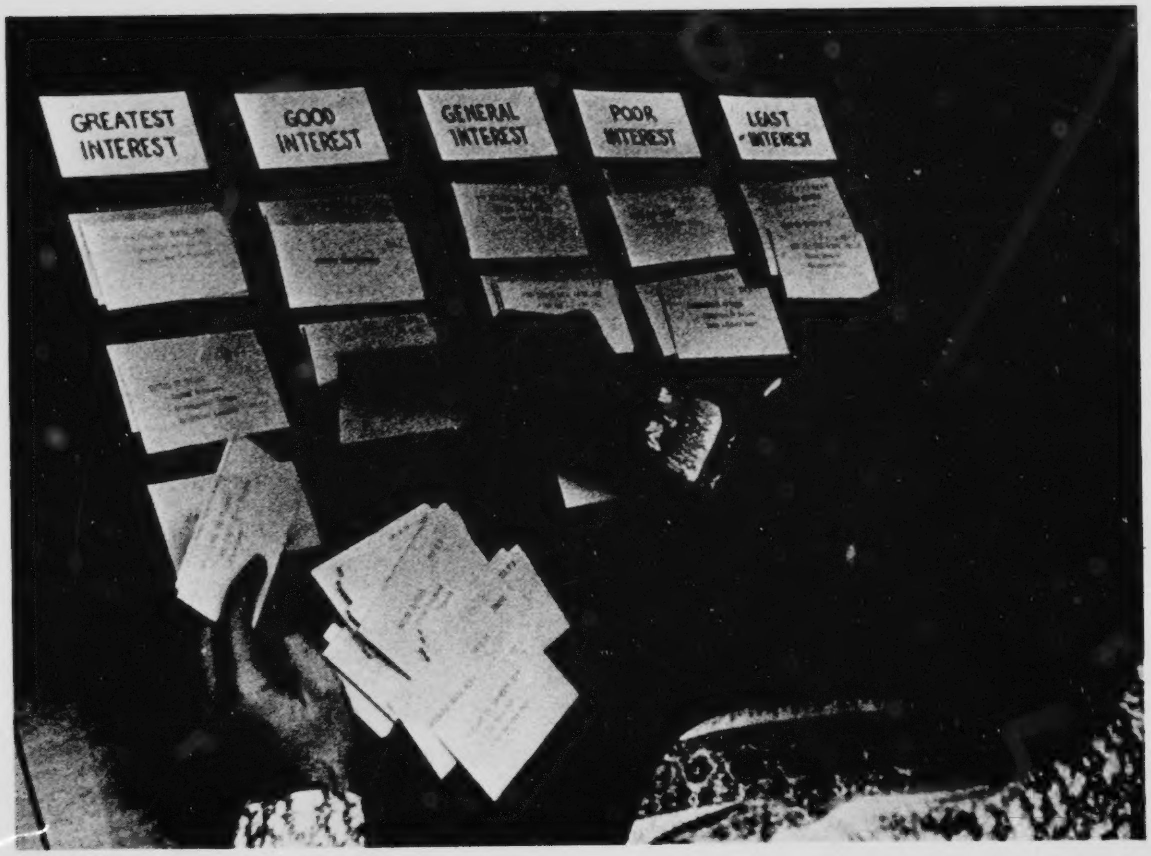
GREATEST INTEREST
GOOD INTEREST
GENERAL INTEREST
POOR INTEREST
LEAST INTEREST

RFD asked undereducated rural adults to sort items based on priorities of interest in order to target on these interests.

Additional questions asked the respondent's age, educational level, literature in the home, interest in continuing education, number of children living at home, and employment situation.

Determining priorities of need

By using one or more methods of gathering preliminary indications of need areas, the staff may discover the following categories of needs:

Real needs: "I need a job." "I need to fill the stomachs of my kids."

Felt or imaginary needs. "With a good education I could get more pay." "If I could get out of this rat-trap I could get more pay."

Postponed or denied needs: "Some day I'll save enough for a car or even furniture." "Sure I need an education but I got to eat first." "I need a dress and a coat but the kids need shoes more."

The next step in shaping the system to respond to client needs is to assemble these preliminary need indications into subject areas and go back to the potential participants and ask them to rank them according to their interest. This rank ordering of interests may be done with a card sort, as used by RFD.

The card sort

The RFD staff translated the personal wants, interests and needs of potential clients into specific behaviors, such as "Dealing with door-to-door and phone sales," "My emotional and mental health," "Getting more fun out of life," and "How our government works." During this process similar items were consolidated and poorly worded items stated clearly. The staff produced 104 separate items, each printed on a separate card. The cards were grouped into five decks according to areas of concern: about oneself, about others, about the home, about work, and about one's surroundings. The staff formulated a precise ranking procedure and asked potential clients to rank each deck systematically into five piles--greatest interest, good interest, general interest, poor interest and least interest--according to their own priority of interest. Each respondent received an inexpensive pen and pencil set for his efforts.

The card sort procedure permitted the potential clients to tell the staff which areas to include in media content, and this rank ordering was the basis for developing content of electronic media and home study materials.

The card sort revealed that traditional school subjects like reading and spelling were low on the list of adult priorities (see chart). At the head of the list was "living within my means," followed by "what do I live on when I retire," "smart food buying," "looking for a job," and "how I can become a better person." Adults wanted to learn how to solve problems they faced in life in areas of identity, human relationships, money management, employment and comprehending society. In effect, they wanted a life-coping skill curriculum. It is important to note that the RFD staff and other adult education professionals took the card sort in an effort to predict the results of the client group. None succeeded. This reinforced the point that professionals should not rely on their own concepts of need but should go to the source--the potential client himself.

Card sort survey item analysis
of rural adult priorities

Top 14 items of 104:

1. Living within my means
2. What do I live on when I retire
3. Smart food buying
4. Looking for a job
5. How I can become a better person
6. Understanding insurance
7. Family health
8. My responsibilities as a citizen
9. Pollution! Population! Conservation!
10. The joy of good food
11. Growing old
12. How to build character in my children
13. Spelling better
14. Using better English

The basic premise of the mediated delivery system is that adults can be taught to read, write and compute through a system that presents information on how to cope with the pressing needs adults experience in their own lives. Each communications medium can relay information on these verified adult interests. During the field test, the RFD project could deliver anything an adult might want to know. Practical information such as how to start a car in winter, manage a family budget, look for a job, cook nutritious and inexpensive meals, grow tomatoes, and kill box elder bugs. Personal information such as how to develop character in children, apply for welfare, live with an alcoholic spouse, and seek marriage counseling. Telephone and personal contact components accommodated any adult learning need, from the highly personal or specialized to the academic in the sense of reading, writing and arithmetic lessons. Telephone, mail, and personal contact are the system's feedback components and permit the entire system to respond to new needs as they arise.

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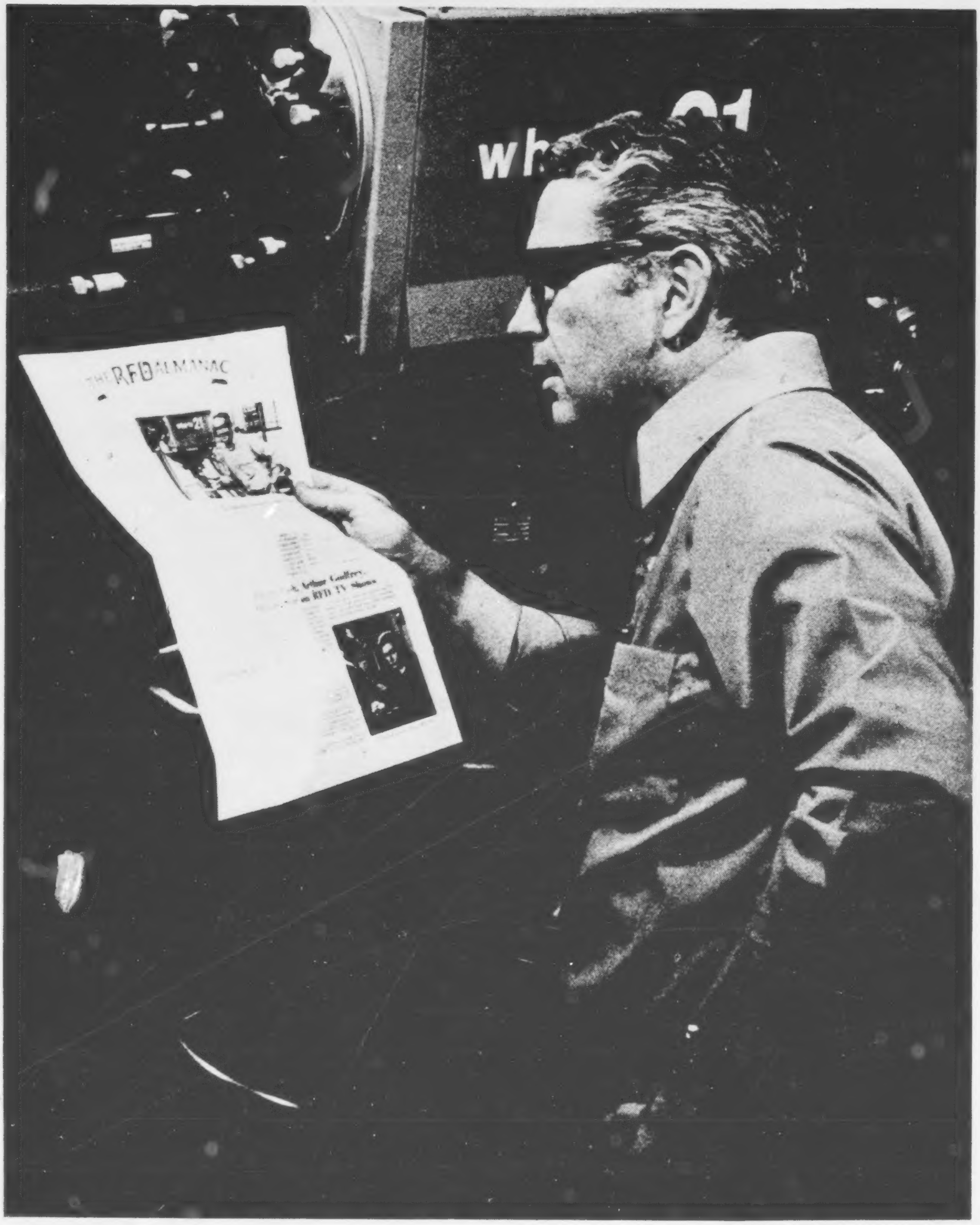

Jim Mader, popular Madison radio and TV personality, was RFD's television host, providing continuity to the "magazine" format. This picture was one of the promotional pictures sent to newspapers.

ASCERTAINING PARTICIPANT MASS MEDIA HABITS

In order to use media most effectively, designers of a program must ascertain which media are used by the target population, including how media are used, when they are used, and specific likes and dislikes. RFD used a telephone survey to sample media habits and preferences of the rural undereducated adults in its four-county target area. Of 60 respondents

100% watched television
98% listened to the radio
93% read a newspaper
85% read magazines

The television program preferred by most respondents was the news program (38%), ahead of comedy (17%), westerns (15%) and sports (15%). The RFD staff speculated that the popularity of TV news may be related to its utility and format. Television news is the means by which most adults obtain information about the world. Its brief segments permit viewers to wait for and attend to those portions of particular interest to them. The RFD television shows used a quick-paced "magazine" format and short segments similar to TV news, rather than using drama, features, or other format. The TV shows mixed information with entertainment as TV news mixes hard news with soft. In addition, the news anchorman, who provides continuity to TV news, was incorporated into RFD's television programs as a TV host who introduced each segment and presented some of the information himself.

The hours and frequency of the RFD television shows were determined by responses to the following questions:

> What days of the week do you watch TV the most?
> On weekdays, that is Monday through Friday, during what hours do you watch TV the most?
> On weekends, Saturday or Sunday, during what hours do you watch TV the most?

Questions on the popularity of local television stations assisted the RFD staff in placing promotional TV spots.

Radio programs became an important part of the RFD mediated delivery system, although less important than the television shows. Survey questions probed the popularity of local radio stations to indicate optimal placement of radio programs and promotional radio spots.

The RFD Almanac, a monthly four-page tabloid, became the project's newspaper, capitalizing on the high ranking of newspapers as an informational medium for the target population.

Whatever method is used to ascertain media habits and preferences of a target population, its results can help a project shape media format, placement, and content in order to attract and hold the attention of the intended audience.

COST PER ELEMENT PER WEEK

The RFD staff has broken out the approximate costs for each element of the system based on a similar project and on the following premises:

- weekly TV shows 30 minutes long and aired four times a week
- one full-time salaried Action Line supervisor
- production of a weekly public service radio program
- production of a weekly Almanac
- weekly home visits by paid paraprofessionals to 50 clients
- one full-time salaried supervisor of home visitors

Obviously, there are many possible cost variations. Volunteers will be readily available in some areas. Existing staff can fill many positions. Production costs can vary widely. More extensive service areas can increase costs. This cost breakdown can be used only as a general guide within the context and framework of the RFD project in the area surrounding Madison, Wisconsin.

Given the above, the weekly expenses are $8,323.00.

COST PER ELEMENT PER WEEK

CENTRAL STAFF		
Project Director	$ 300.00	
Secretaries	125.00	
Office and Administration	250.00	
Travel	50.00	
TOTAL		$ 1,075.00
TELEVISION PRODUCTION		
Director	$ 120.00	
Producer/Writer and Production Assistants	400.00	
Studio Costs	550.00	
Talent	175.00	
Graphics	73.00	
Tape and Recording	934.00	
Television Film Production:		
Services	1,100.00	
Stock and Processing	796.00	
Animation	200.00	
Stars	750.00	
TOTAL		$ 5,098.00
ACTION LINE		
One full-time supervisor	$ 150.00	
Phone charges (2 lines in and 2 out)	75.00	
Office Expenses	75.00	
TOTAL		$ 300.00
RADIO PROGRAMS		
Production of Tapes (10 stations)	$ 75.00	
Personnel	50.00	
Office Expense	25.00	
TOTAL		$ 150.00
ALMANAC		
Production	$ 350.00	
Printing (10,000 run)	300.00	
Office and Overhead	300.00	
TOTAL		$ 950.00
SUB TOTAL		$ 7,573.00

COST PER ELEMENT PER WEEK, continued

Cost estimates, continued

SUB TOTAL	$ 7,573.00

HOME VISITS

Supervisor	$ 250.00
Office Expense and Overhead	75.00

Weekly cost per visit

Visitor	$ 4.50		
Travel	2.50		
Materials	.50		
Overhead	1.00		
Total per visit	$ 8.50		
50 weekly visits		$ 425.00	
TOTAL			$ 750.00

TOTAL WEEKLY COSTS	$ 8,323.00

THE RFD SYSTEM

AGENCY COORDINATION AND MASS PROMOTION

Project director Boris Frank (right) and other staff met with officials in government, social service agencies, and other groups to tell them about RFD and ask for their cooperation.

AGENCY COORDINATION

A significant feature of the system is that it is not confined to some obscure classroom, but uses the home and the community for continuing education. This in itself is an innovation in adult education. Many adults do not know the resources that exist in their communities for recreation, education, social welfare and other services. It was not designed to replace existing community agencies and services, but to help potential clients use these agencies as part of the overall goal of helping the individual help himself.

Members of the original target population were rural, undereducated adults in great need of assistance from social welfare agencies but unlikely to seek help from these agencies. The RFD project tried to inform them of agencies available for dealing with problems of employment, consumer complaints, welfare, government, education, mental and physical health, and legal assistance.

Before embarking on this aspect of the project, the staff had to prepare agencies for any increase in workload that might result. Before and during implementation, members of the RFD staff met with local, county and state agency supervisors, government officials, and their staffs to inform them of the project's objectives and its progress.

These efforts were particularly necessary for RFD's telephone question-answering service (Action Line) which referred questions and potential clients to appropriate agencies. This coordination is essential to avoid suspicion and antagonism that can be bred by ignorance. Keep agency professionals informed. Solicit their advice and participation. It will pay substantial dividents throughout the program.

Filming a TV promotional spot.

MASS PROMOTION

The Promotional Campaign

A public promotional campaign is a necessary expense to publicize services and recruit participants. RFD's promotional campaign was directed to all adults, to avoid stigmatizing undereducated, rural adult participants. It avoided mentioning home study or anything that might identify RFD with traditional school methods which most undereducated adults have learned to avoid.

The public campaign began after the staff had contacted community leaders and social service agencies personally to request their support. At that point, the project began to implement its detailed promotional campaign using paid and public service announcements in radio and television; newspaper features, releases and advertisements; contests; displays at county fairs; posters; photographs; billboards; a press conference; and handouts. The major publicity medium was commercial television, with advertisements appearing on the most popular stations in prime time 30-second spots. RFD's popular television host began to personify RFD, appearing at fairs and in photographs advertising the project and its services.

The project's name and symbol had to appeal to its target population. "RFD" was chosen because of its relevance to the rural audience. "RFD" was easily developed into a readily identified and trusted symbol, the outline of a rural mailbox, which appeared in all television presentations and on all print materials and stationary. The RFD slogan, "RFD is information and action for adults of Southern Wisconsin," did not single out undereducated adults.

Throughout the field test, RFD used its own almanac, television show, radio spots, and home visitors to encourage participation.

The following three-stage promotional campaign was prepared for RFD. Each stage is timed in relation to the TV show, which designated the beginning of implementation, and promotes TV more than Action Line or home study materials per se. In order to plan a promotional campaign a project must know the demographic characteristics, biases, and media habits of the audience and the characteristics of available promotional media. Since an education program is a public service program, it may solicit cooperation and help from media and other institutions such as churches, civic groups, schools, industry, social service agencies, governmental agencies, etc.

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MAKE IT GOOD

THE RFD ALMANAC

RFD More Than Television Series

RFD news release

RFD COMING IN JANUARY

There is something new and exciting happening for adults in southern Wisconsin beginning in January. It's called RFD.

RFD is a new television series with stars like Johnny Cash

What's in RFD for Me?

grow

Yes, I want to know more about RFD.

RFD news release

RFD is a new television se

~~RFD is learning at home.~~

RFD is information and action for adults. . .

money-savers, hints, sho tips and much more.

RFD

RFD

Rural Education is a three-way street

RFD

HARD FACTS

THAT CONCERN THE RURAL ADULT & RFD

RFD

RFD used a variety of printed materials in its promotional efforts.

Phase One: From Three Months to Show Date Minus One Month.

* Begin contacts and photography leading to local farm feature magazine articles to appear no earlier than four months before kickoff.

* Press releases on progress to professional journals keeping up their interest and providing a growing feedback of information.

* Build up stock of project photos, particularly action and production shots.

* Have writers begin work on project biographies (one story should be, in effect, a fact sheet giving name, rank, serial number of personnel, important dates, details of government backing and cooperation, etc.; the second one should be a 1,000-word feature on what the project is about, including anecdotal materials and emphasizing the unique aspects of the project).

* Work up "column items" to be held for release. These should be either very important or light and bright. It is important to keep a file. A lot of funny things happen that would make copy, but are forgotten two months later unless written down.

* Begin work on envelope-size one-page mailer to be enclosed in telephone bills, pay envelopes, USDA mailings. This mailer should include purpose of shows, duration, start date and times.

* Contact civic organizations that will cooperate in this mailing activity.

* Ask for cooperation of and coordinate public relations departments (government and industry) representing agencies involved.

* Set up program guide and TV Guide story and pix.

* Begin negotiations with other TV stations for use of promotional spots to begin two weeks before series airs.

* Continue speeches by project director and other staff before any and all community groups on program's function, but discourage news coverage at this point.

* Keep a press clipping book.

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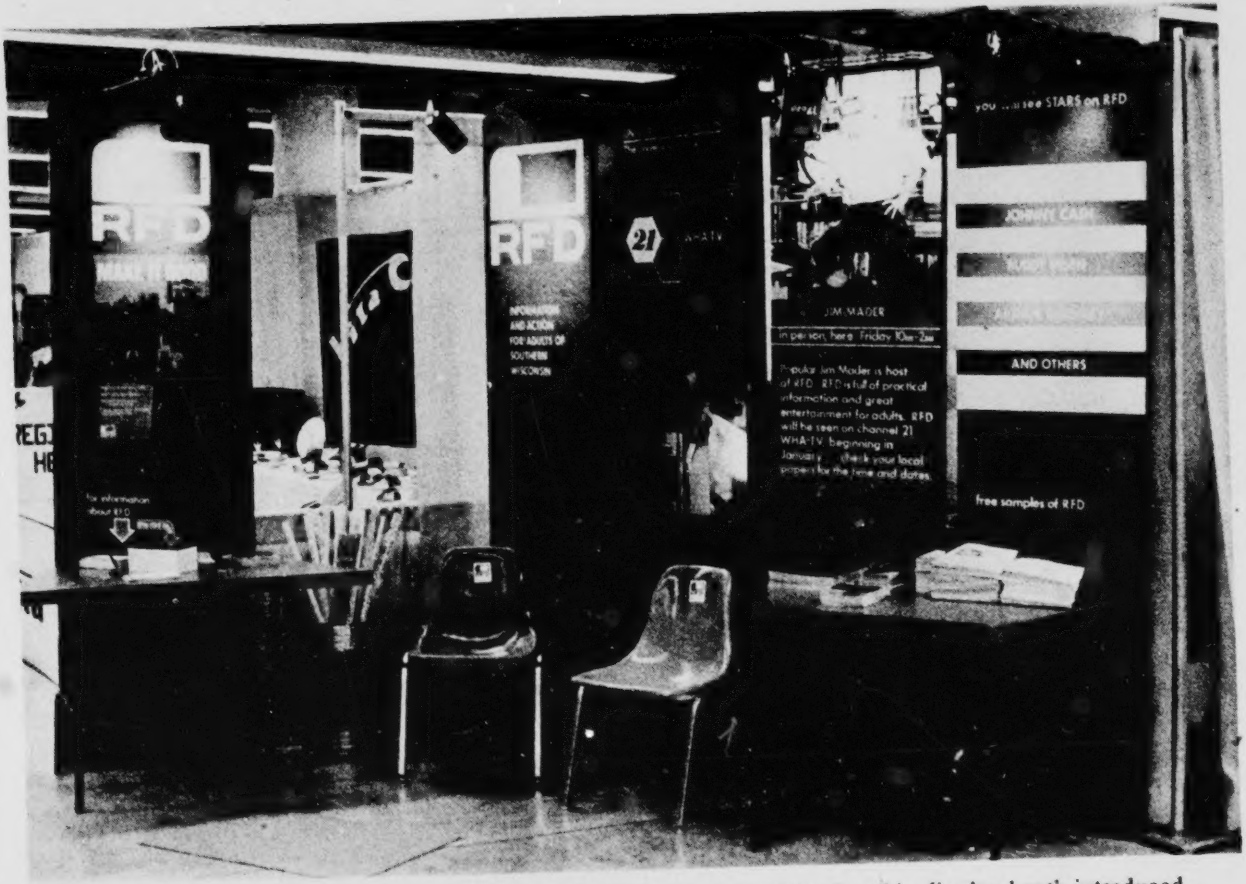
RFD
RFD
INFORMATION AND ACTION FOR ADULTS OF SOUTHERN WISCONSIN
21
WHA-TV
JIM MADER
in person here Friday 10am-2pm
Popular Jim Mader is host of RFD. RFD is full of practical information and great entertainment for adults. RFD will be seen on channel 21 WHA-TV beginning in January ... check your local papers for the time and dates.
you will see STARS on RFD
JOHNNY CASH
AND OTHERS
free samples of RFD
for information about RFD

Some 1,500 fairgoers said they wanted more information about RFD after this display booth introduced them to the project. The information booth was set up at county fairs in all four counties.

Phase Two: From Show Date Minus One Month to Show Date Minus One Week.

* Send out mailings in industry envelopes.
* Begin on-air promos.
* Begin local radio spots.
* Staff appearances on TV interview shows, deejay programs.
* Plug for newspaper features on project.
* Column items released and plugged.
* Individual captioned pictures serviced to local papers and wire services.
* Put help from local industry into story form and release it to the press.

Phase Three: Show Date Minus One Week through First Month of Show.

* Begin local paid TV spots.
* Intensify radio spot campaign.
* Begin newspaper ads in TV section.
* Hold press conference for local papers.
* Announce contests.

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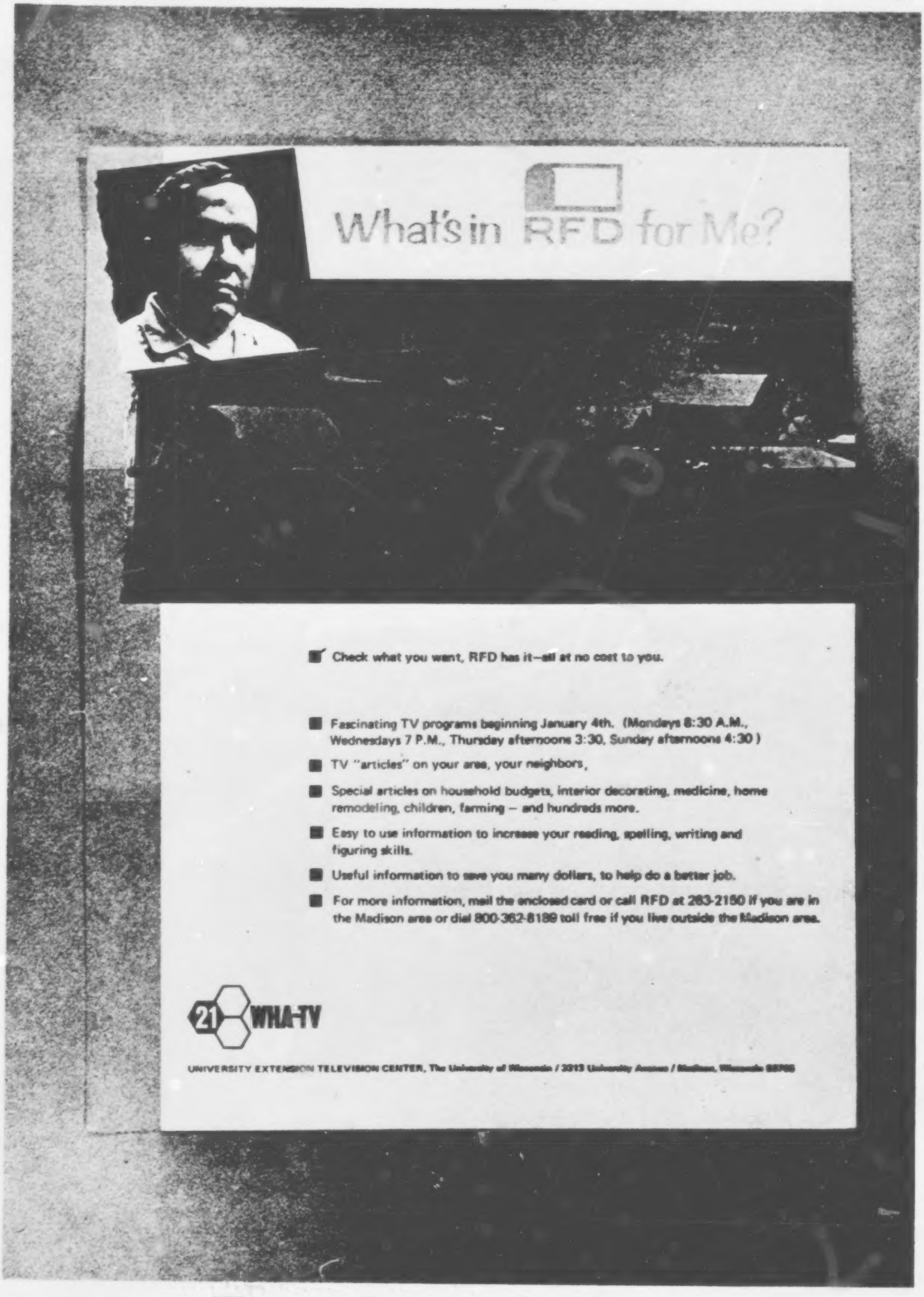

What's in RFD for Me?

☑ Check what you want, RFD has it—all at no cost to you.

- ■ Fascinating TV programs beginning January 4th. (Mondays 8:30 A.M., Wednesdays 7 P.M., Thursday afternoons 3:30, Sunday afternoons 4:30)
- ■ TV "articles" on your area, your neighbors,
- ■ Special articles on household budgets, interior decorating, medicine, home remodeling, children, farming — and hundreds more.
- ■ Easy to use information to increase your reading, spelling, writing and figuring skills.
- ■ Useful information to save you many dollars, to help do a better job.
- ■ For more information, mail the enclosed card or call RFD at 263-2150 if you are in the Madison area or dial 800-362-8189 toll free if you live outside the Madison area.

21 WHA-TV

UNIVERSITY EXTENSION TELEVISION CENTER, The University of Wisconsin / 3313 University Avenue / Madison, Wisconsin 53705

RFD's promotional brochure was used to recruit participants.

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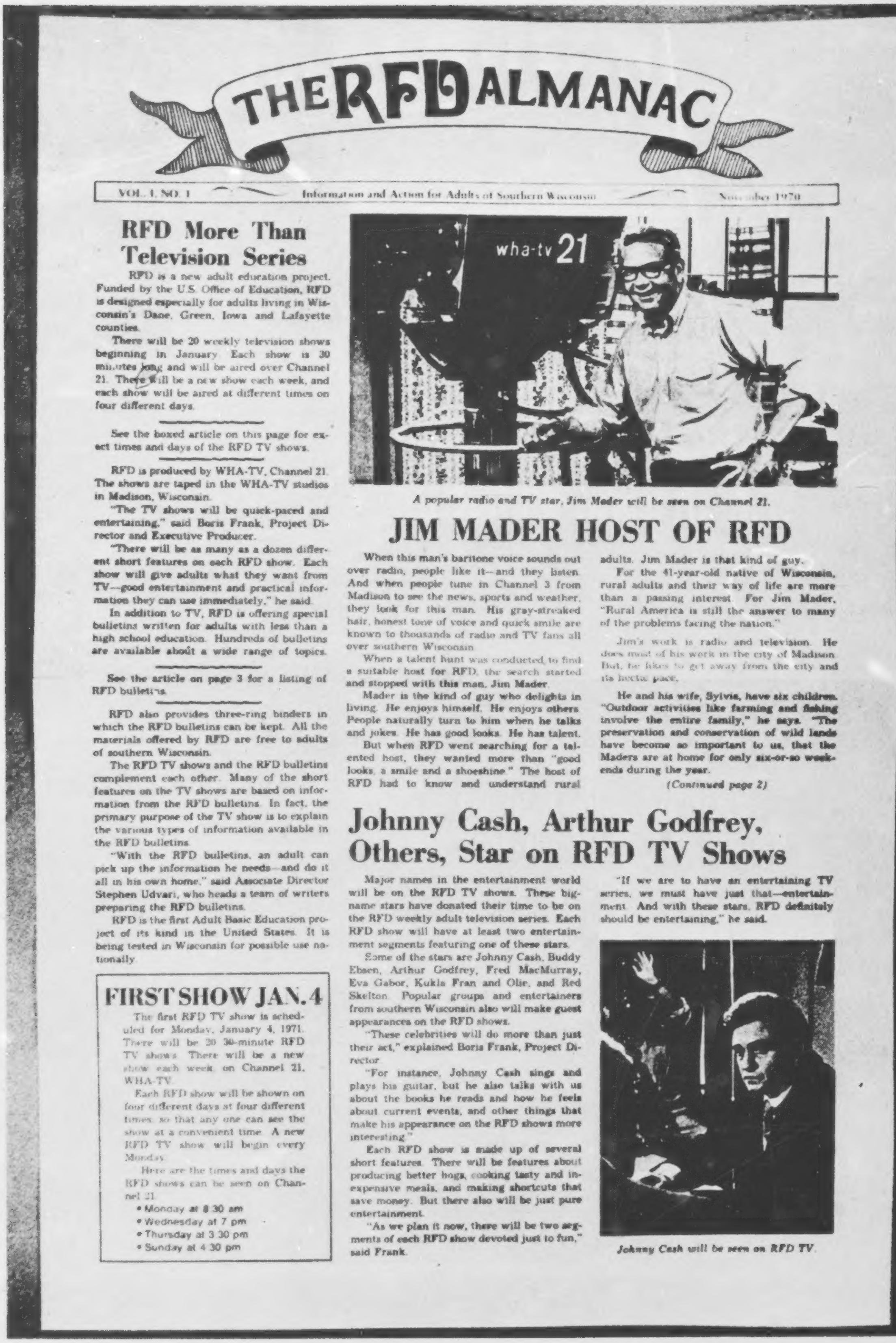

THE RFD ALMANAC

VOL. 1, NO. 1 Information and Action for Adults of Southern Wisconsin November 1970

RFD More Than Television Series

RFD is a new adult education project. Funded by the U.S. Office of Education, RFD is designed especially for adults living in Wisconsin's Dane, Green, Iowa and Lafayette counties.

There will be 20 weekly television shows beginning in January. Each show is 30 minutes long and will be aired over Channel 21. There will be a new show each week, and each show will be aired at different times on four different days.

See the boxed article on this page for exact times and days of the RFD TV shows.

RFD is produced by WHA-TV, Channel 21. The shows are taped in the WHA-TV studios in Madison, Wisconsin.

"The TV shows will be quick-paced and entertaining," said Boris Frank, Project Director and Executive Producer.

"There will be as many as a dozen different short features on each RFD show. Each show will give adults what they want from TV—good entertainment and practical information they can use immediately," he said.

In addition to TV, RFD is offering special bulletins written for adults with less than a high school education. Hundreds of bulletins are available about a wide range of topics.

See the article on page 3 for a listing of RFD bulletins.

RFD also provides three-ring binders in which the RFD bulletins can be kept. All the materials offered by RFD are free to adults of southern Wisconsin.

The RFD TV shows and the RFD bulletins complement each other. Many of the short features on the TV shows are based on information from the RFD bulletins. In fact, the primary purpose of the TV show is to explain the various types of information available in the RFD bulletins.

"With the RFD bulletins, an adult can pick up the information he needs—and do it all in his own home," said Associate Director Stephen Udvari, who heads a team of writers preparing the RFD bulletins.

RFD is the first Adult Basic Education project of its kind in the United States. It is being tested in Wisconsin for possible use nationally.

FIRST SHOW JAN. 4

The first RFD TV show is scheduled for Monday, January 4, 1971. There will be 20 30-minute RFD TV shows. There will be a new show each week on Channel 21, WHA-TV.

Each RFD show will be shown on four different days at four different times so that any one can see the show at a convenient time. A new RFD TV show will begin every Monday.

Here are the times and days the RFD shows can be seen on Channel 21.

- Monday at 8:30 am
- Wednesday at 7 pm
- Thursday at 3:30 pm
- Sunday at 4:30 pm

A popular radio and TV star, Jim Mader will be seen on Channel 21.

JIM MADER HOST OF RFD

When this man's baritone voice sounds out over radio, people like it—and they listen. And when people tune in Channel 3 from Madison to see the news, sports and weather, they look for this man. His gray-streaked hair, honest tone of voice and quick smile are known to thousands of radio and TV fans all over southern Wisconsin.

When a talent hunt was conducted to find a suitable host for RFD, the search started and stopped with this man, Jim Mader.

Mader is the kind of guy who delights in living. He enjoys himself. He enjoys others. People naturally turn to him when he talks and jokes. He has good looks. He has talent.

But when RFD went searching for a talented host, they wanted more than "good looks, a smile and a shoeshine." The host of RFD had to know and understand rural adults. Jim Mader is that kind of guy.

For the 41-year-old native of Wisconsin, rural adults and their way of life are more than a passing interest. For Jim Mader, "Rural America is still the answer to many of the problems facing the nation."

Jim's work is radio and television. He does most of his work in the city of Madison. But, he likes to get away from the city and its hectic pace.

He and his wife, Sylvia, have six children. "Outdoor activities like farming and fishing involve the entire family," he says. "The preservation and conservation of wild lands have become so important to us, that the Maders are at home for only six-or-so weekends during the year.

(Continued page 2)

Johnny Cash, Arthur Godfrey, Others, Star on RFD TV Shows

Major names in the entertainment world will be on the RFD TV shows. These big-name stars have donated their time to be on the RFD weekly adult television series. Each RFD show will have at least two entertainment segments featuring one of these stars.

Some of the stars are Johnny Cash, Buddy Ebsen, Arthur Godfrey, Fred MacMurray, Eva Gabor, Kukla Fran and Olie, and Red Skelton. Popular groups and entertainers from southern Wisconsin also will make guest appearances on the RFD shows.

"These celebrities will do more than just their act," explained Boris Frank, Project Director.

"For instance, Johnny Cash sings and plays his guitar, but he also talks with us about the books he reads and how he feels about current events, and other things that make his appearance on the RFD shows more interesting."

Each RFD show is made up of several short features. There will be features about producing better hogs, cooking tasty and inexpensive meals, and making shortcuts that save money. But there also will be just pure entertainment.

"As we plan it now, there will be two segments of each RFD show devoted just to fun," said Frank.

"If we are to have an entertaining TV series, we must have just that—entertainment. And with these stars, RFD definitely should be entertaining," he said.

Johnny Cash will be seen on RFD TV.

The RFD Almanac became the project's newspaper, capitalizing on that medium's popularity.

The Promotional Brochure

In addition to using the press, radio, television and other methods to promote participation, RFD used a promotional brochure. The brochure was a one-color 8 1/2 by 11 inch sheet that outlined essential details of the project, told the reader what to expect from participation, provided a post card by which the individual could indicate interest, listed a phone number to call for more information, and used illustrations meaningful to the target population.

The brochure was distributed widely to members of the target population before and during the project to recruit participants and to reinforce participation.

The home visitors distributed the brochure during recruitment of participants. It was mailed to persons on social service agency mailing lists and passed out at meetings of service clubs and community organizations. It was available at check-out stands of supermarkets and discount stores, and at public access areas in banks, employment offices, welfare offices, churches and community centers.

Even members of RFD's advisory group were given copies to distribute.

The Almanac

The RFD Almanac was a monthly tabloid for participants designed to motivate participation in RFD, disseminate practical information, and advertise RFD's services and materials. It was mailed to everyone who expressed an interest in participating in RFD, to persons who called or wrote Action Line for materials or information, to adults suggested by county and local social service agencies, and those enlisted at county fairs. It attained a circulation of 3,300. The first issue was distributed in the month before the TV series began. The Almanac thus served as an integral part of the promotional campaign.

A typical four-page issue contained articles about RFD's television shows and personalities, about Action Line and the home study materials, and three or four display advertisements that encouraged adults to use these services. The Almanac contained hints on how to do things, answers to selected Action Line questions, and articles presenting factual and practical information.

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NEWS
NEW
NEWSLETTER
NEWSLETTER
NOVEMBER 1971
HOME VISIT OBSERVATIONS

The RFD Newsletter kept other professionals informed about the project.

The Almanac was written at a fourth to sixth grade equivalency level of comprehension, the independent study level, using no more than 15 syllables per sentence.

An Almanac had particular relevance to the rural audience of the initial test, but other forms may be pertinent for other populations.

While RFD distributed the Almanac monthly, consideration should be given to weekly or bi-weekly issues if budget allows. Greater frequency would tie in more closely with radio and TV and might reduce the need for extensive printed bulletin supplements.

PROFESSIONAL NEWSLETTER

Professionals in education, health and social services are constantly seeking new ways to enrich their programs which is sufficient reason for innovative educational programs to share their information and experiences with others in the field.

RFD communicated with other professionals by means of a monthly four-page newsletter. The RFD Newsletter was sent to over 3,000 professional educators, social workers and others to inform them of the project's progress, innovations, evaluation, and problems. Each issue focused on a major issue or aspect of the project. Collectively, they form the project chronicle.

THE RFD SYSTEM

TELEVISION AND RADIO

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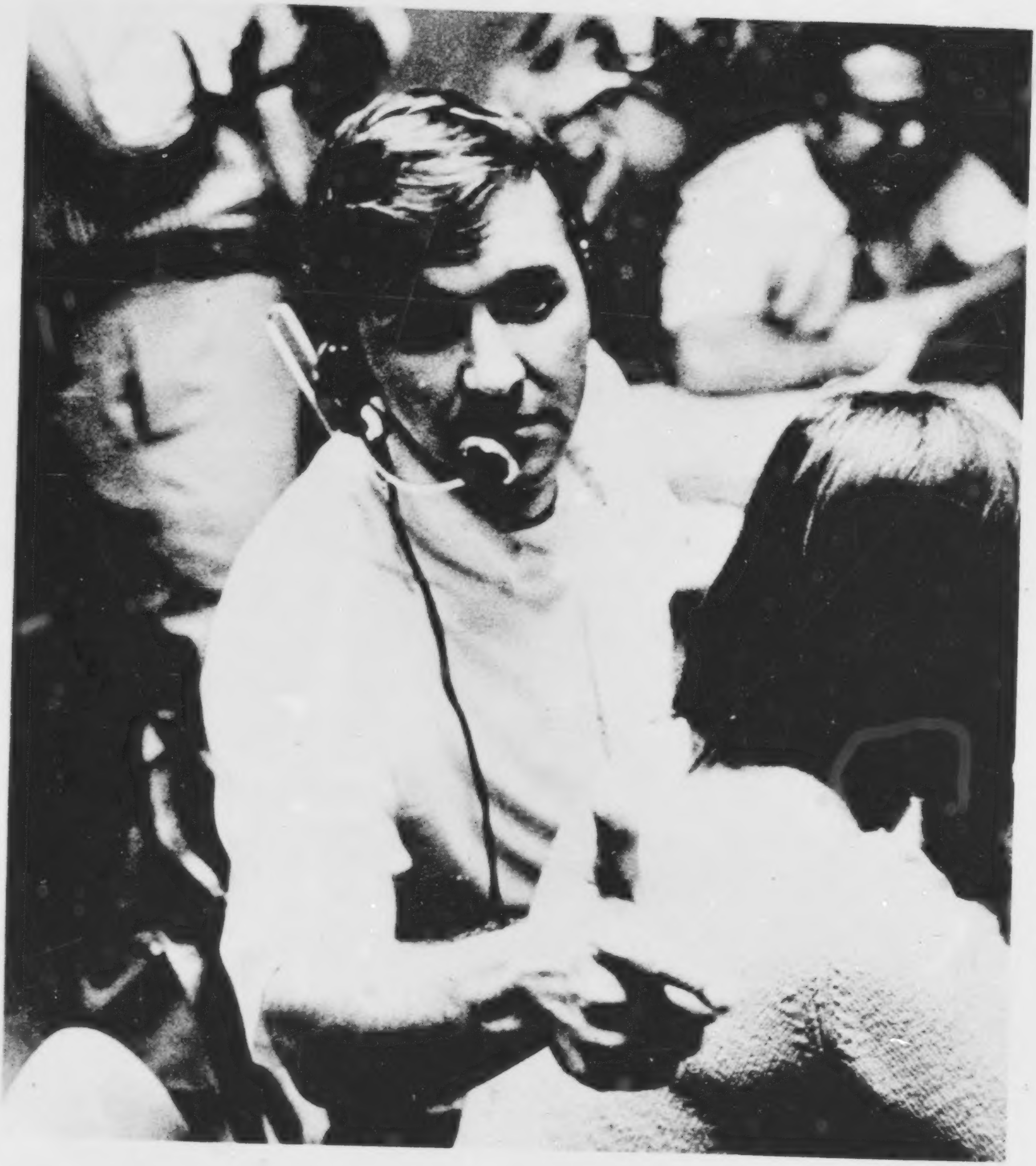

TV director Bob Leu was responsible for translating RFD's concepts to video tape.

TELEVISION

Like other delivery components in this mediated system, TV presented practical, directly applicable, down-to-earth factual information on health, nutrition, first aid, child development, safety, sanitation, interpersonal relations and other adult interest areas established by the card sort.

In addition to interests of the target audience, TV shows had to reflect the racial, ethnic and political characteristics of the general TV audience and appeal to the general audience to avoid stigmatizing the "disadvantaged" or "undereducated" adult. Demographic characteristics were determined through a telephone survey that revealed the general audience was primarily white, Catholic or Lutheran, of German or Scandinavian background, and politically conservative.

Format for the TV shows was determined through a telephone survey of media habits and preferences, which corroborated three independent studies showing that low income - low education adults prefer fast-paced news and public affairs shows.

RFD developed a similar quick-paced magazine format. Each show contained 15-20 different segments, some very brief, others three or four minutes long, held together by a congenial anchorman and host. Each segment focused on one major concept and presented it as clearly, concisely and directly as possible, with the TV staff guided by the axiom "tell them what you're going to tell them, tell them, and then tell them what you told them."

The shows were 30 minutes long and shown four different times each week: Monday 8:30 a.m., Wednesday 7:00 p.m., Thursday 3:30 p.m., and Sunday 4:30 p.m. Air times were selected on the basis of audience preference studies.

The TV programs were informational but avoided "instructional" TV show format and content: there was no blackboard, teacher and pedagogical hard-sell. Instead, the TV programs combined entertainment with useful information of immediate value. TV showed viewers simple and direct ways they could improve their lives and told them of agencies to contact and places to go to solve problems or pursue interests. Thus television helped viewers build strategies for continued acquisition of information. The system used television to motivate viewers to participate in the project and to introduce concepts presented in RFD's home study materials. Each show included brief announcements of one or two RFD bulletins, as well as announcements of Action Line (RFD's telephone service) for ordering bulletins and obtaining answers to questions of any nature.

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The TV crews went anywhere to film informational segments. This was one of RFD's promotional pictures sent to newspapers.

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Johnny Cash was one of the big-name stars appearing on the RFD television shows.

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TV host Jim Mader (seated) and TV director Bob Leu on the main TV set—a homey country kitchen. Mader received many letters during the series, several of which commented on the clash between these striped curtains and the flowery wallpaper. The curtains were replaced by plain blue ones in a TV segment showing how to measure windows for curtains and drapes.

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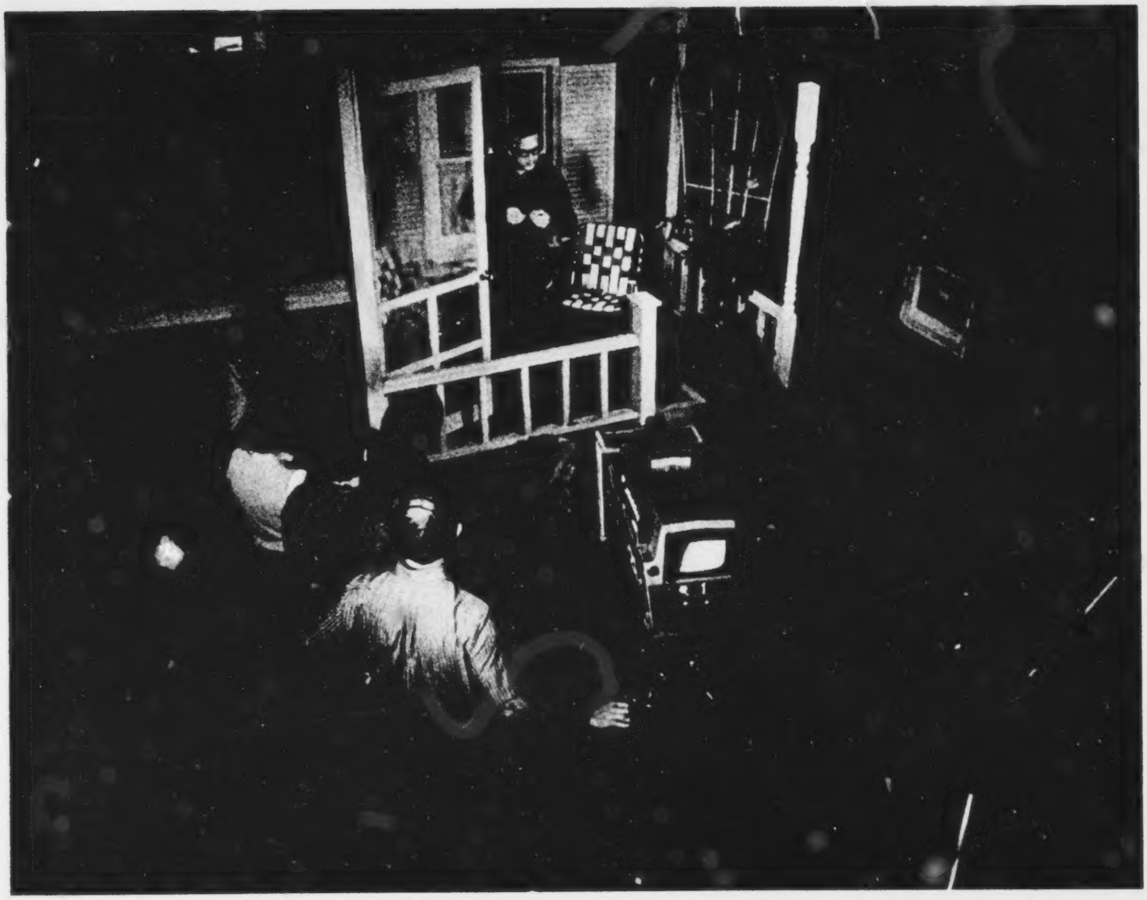

This front porch set was not used as much as the kitchen set but gave the TV programs some variety and flexibility.

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TV host Jim Mader tells viewers about one of RFD's free informational bulletins.

TV writers used subjects researched for the home study bulletins as the source of TV content. The staff videotaped or filmed segments throughout the target area, including homes, backyards, stores, offices, shops and parking lots. The base of operations for the TV show was a roomy, functional and comfortable country kitchen set that doubled as a cooking-demonstration set for a home economist.

During the field test in southern Wisconsin, TV shows were geared to the rural nature of the target audience, but the flexibility of the RFD system permits TV and other components to reflect the characteristics and interests of any audience.

The Wisconsin shows included interviews with stars Johnny Cash, Buddy Ebsen, Burl Ives, Eddie Albert and others, who often talked about their own rural backgrounds and presented their views on country living, conservation, pollution and a variety of subjects. Local segments included brief histories of places of interest, interviews with a conservationist and other people of interest, and music by a country-western group.* There were segments on emergency first aid; a typical day in the life of a visiting nurse; concepts of child development and communication in marriage; recipes; cooking demonstrations; shopping tips; exercises; beauty tips; interviews with state and local authorities on insurance, septic tank regulations, hogs, auctions, used cars, legal rights and other practical concerns; and a hand puppet whose "goofs" as husband and consumer were meant to be amusing and instructive.

An important and highly successful part of each RFD show was the special segment entitled "RFD Hints." These were snappy ideas on practical ways to improve the viewer's immediate life situation directly and easily. They included items such as how to reseal a refrigerator door, remove spots, pound small nails safely, kill insects around garbage cans, and remove odors from plastic containers. The show solicited hints from the audience through a contest. The better hints were videotaped and presented on TV along with the name of the contributor who won a small prize.

Early in the project the TV show announced a recipe contest that generated favorite recipes from hundreds of viewers. A home economist selected 65 prize-winning recipes (based on simplicity and economy) for incorporation into RFD's Favorite Recipe Book, which was made available to anyone requesting a copy. The five top winners were announced on TV. All winners received an RFD coffee mug.

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* The staff learned that it should have used more local maps to orient viewers, many of whom did not recognize local place names within their own and neighboring counties.

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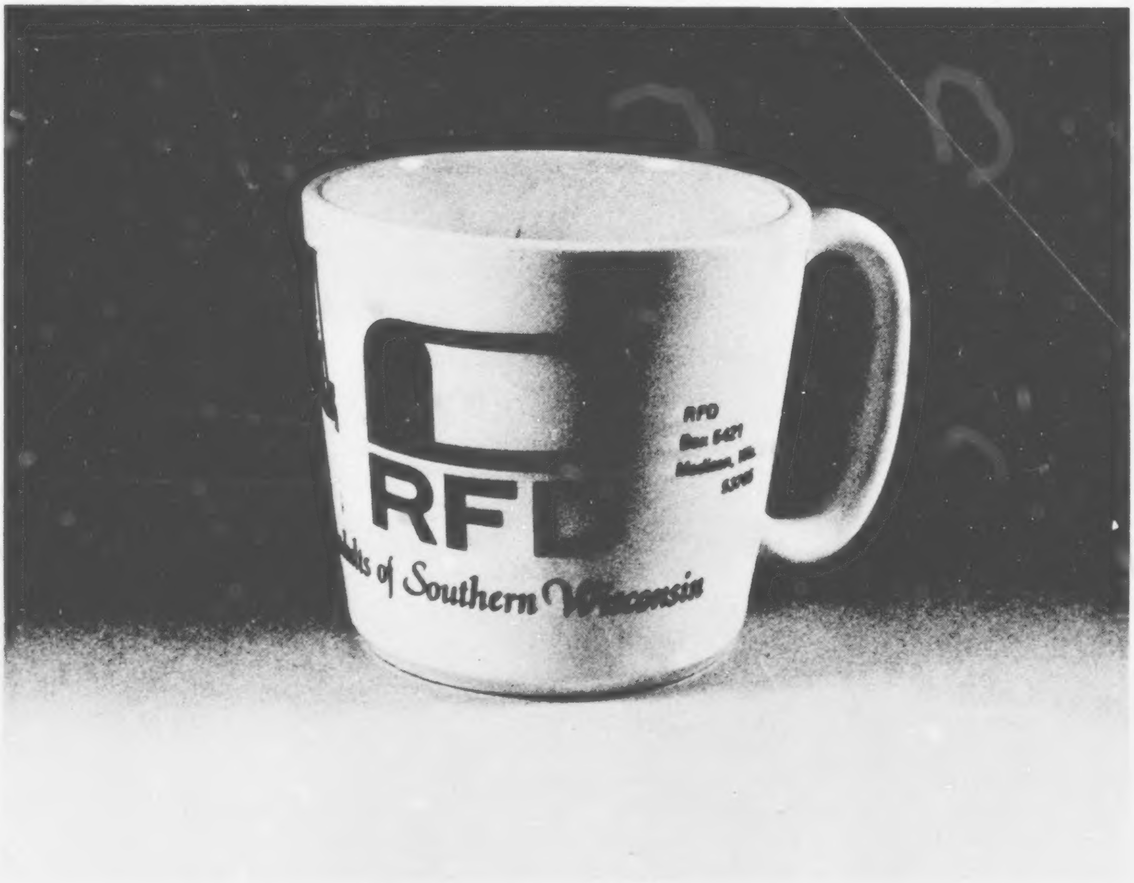
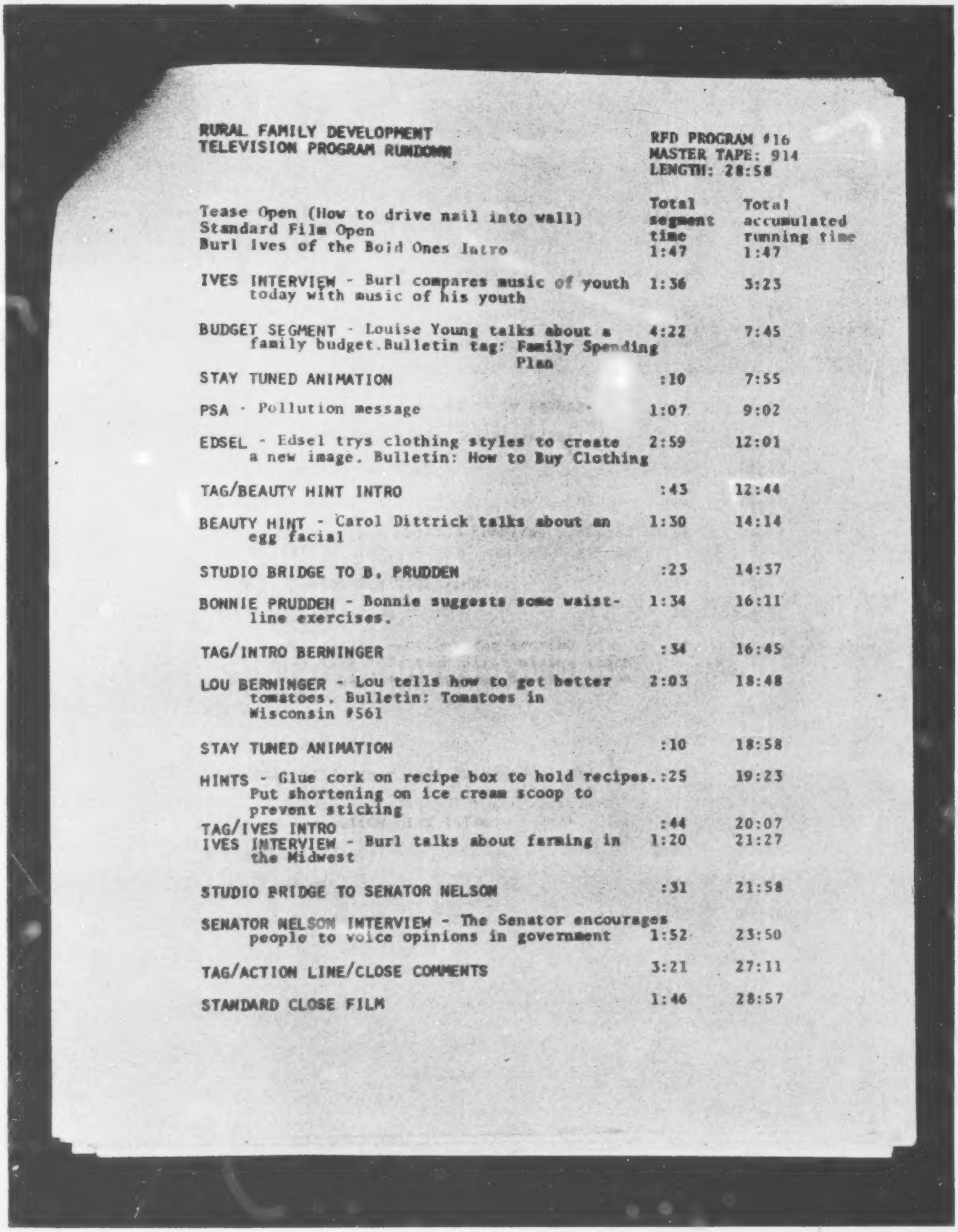

RFD
RFD
Box 6421
Madison, Wi.
53705
...dults of Southern Wisconsin

The RFD coffee mug went to winners of RFD's recipe contest.



RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #16
MASTER TAPE: 914
LENGTH: 28:58

	Total segment time	Total accumulated running time
Tease Open (How to drive nail into wall) Standard Film Open Burl Ives of the Bold Ones Intro	1:47	1:47
IVES INTERVIEW - Burl compares music of youth today with music of his youth	1:36	3:23
BUDGET SEGMENT - Louise Young talks about a family budget. Bulletin tag: Family Spending Plan	4:22	7:45
STAY TUNED ANIMATION	:10	7:55
PSA - Pollution message	1:07	9:02
EDSEL - Edsel trys clothing styles to create a new image. Bulletin: How to Buy Clothing	2:59	12:01
TAG/BEAUTY HINT INTRO	:43	12:44
BEAUTY HINT - Carol Dittrick talks about an egg facial	1:30	14:14
STUDIO BRIDGE TO B. PRUDDEN	:23	14:37
BONNIE PRUDDEN - Bonnie suggests some waistline exercises.	1:34	16:11
TAG/INTRO BERNINGER	:34	16:45
LOU BERNINGER - Lou tells how to get better tomatoes. Bulletin: Tomatoes in Wisconsin #561	2:03	18:48
STAY TUNED ANIMATION	:10	18:58
HINTS - Glue cork on recipe box to hold recipes. Put shortening on ice cream scoop to prevent sticking	:25	19:23
TAG/IVES INTRO	:44	20:07
IVES INTERVIEW - Burl talks about farming in the Midwest	1:20	21:27
STUDIO BRIDGE TO SENATOR NELSON	:31	21:58
SENATOR NELSON INTERVIEW - The Senator encourages people to voice opinions in government	1:52	23:50
TAG/ACTION LINE/CLOSE COMMENTS	3:21	27:11
STANDARD CLOSE FILM	1:46	28:57

Program 16's rundown sheet: Burl Ives, budgeting, pollution, shopping tips, beauty hint, exercises, tomatoes, and citizenship.

These are just two of the ways in which the audience may be made participants and contributors to the TV program and gain personal recognition in the process.

TV staff for the 20-show field test included a producer, production assistant, cinematographer, two writers, the TV host, and an executive producer/director who supervised the entire operation.

RFD is not the first adult education project to use TV, but it is one of the first to adapt TV format and content to a broad spectrum of adults while targeting on a specific sub-population. And it is one of the first to coordinate TV into a multi-media and personal delivery system. More adults use TV for information and entertainment today than any other medium. This fact increases its value to a mediated delivery system.

Major elements in planning the TV component are:

* Target audience

  What are its abilities, interests, needs, media habits and preferences, and general characteristics.

* Format

  What format is most suitable to the information and to the target audience: the hosted show, magazine, news and variety show with short segments, interviews, entertainment, music, etc. What combination of elements is most suitable. What sets should be used.

* Content

  What content is best able to meet project goals and audience needs and interests, and motivate the target population. The choice includes hints, short documentaries on local scenes and people, factual information and facts about social agencies and other community resources, local and big-name talents, etc.

* Staff

  What are the staff requirements to produce the shows, direct them, write material, edit tapes, host shows, etc.

* Coordination

  Integrate and coordinate the TV component with the other delivery components of the project: Action Line, Almanac, home study and paraprofessional home visits.

* Pretest of pilot TV programs

* Two-way flow

  Promote and reinforce audience participation through contests, letters, question-answering, etc.

* Production

  Establish a feasible production schedule for TV shows.

* Outside resources

  Use available outside resources for TV shows such as interviews, films and announcements of public service agencies, on welfare, employment, legal aid, education, conservation, consumerism, safety, health, etc.

RADIO

In addition to using paid and public service announcements to promote RFD, the project produced a public service radio program to motivate and reinforce participation. The RFD staff contacted local radio stations to determine the length of public service announcements they could use, arriving at an average of three and a half minutes.

The "RFD Radio Almanac" programs were bright and quick. In a typical spot, the RFD television host and another announcer opened with an introduction, presented a quick household hint, a 50-word feature based on printed materials, another hint, a recipe, another short feature on printed materials, another hint, and a humorous close. Each spot referred to the RFD television show and Action Line telephone number.

Scripts for radio spots were coordinated with television and print material staffs and were designed to integrate with other RFD elements while standing alone. The spots used the "soft sell" of public service announcements and avoided "pushing" the television programs or print materials.

THE RFD SYSTEM

ACTION LINE TELEPHONE

With RFD, information was as close as the nearest telephone.

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Action Line volunteers with the referral directory hanging file in background.

ACTION LINE

The RFD system was designed to be as responsive to the needs of its adult participants as possible. Its television programs and home study materials could meet their life coping needs and interests but could not respond to their more personal or immediate needs. RFD used home visitors and developed Action Line to ensure total system responsiveness and to help adults who do not know where to turn for help or information.

Action Line was one of several elements permitting participants to interact with the project and thus provide feedback to the staff. Technically, during RFD's implementation, the mails were part of Action Line, but for simplicity's sake this summary refers only to Action Line as a telephone service -- its staffing, operation, referral procedures, and coordination with outside agencies. Other feedback elements of this mediated system were the home visitor and the mails.

To implement the Action Line system, the project used two inbound and one outbound telephone lines. One inbound line covered the local metropolitan area and the other, a toll-free WATS line, covered the rural areas. Both inbound lines were equipped with tape recorders for callers to use after office hours and on weekends.

During the day Action Line was staffed by two volunteers of the Church Women United (the project has been endorsed by the national office of that organization). RFD used 20 volunteers each week--two in the morning and two in the afternoon. Two volunteers coordinated staffing assignments, supervised and trained the staff and helped solve procedural problems.

Action Line's response depended on the nature of the call. Requests for informational bulletins and questions that could be answered by bulletins were referred to the RFD home study teacher. If the question was simple and answerable in brief, factual form (what time does the school bus leave), information was secured from a community source and immediately relayed to the caller. If the question was more complex or personal (how can I adopt a child), the Action Line staff contacted the appropriate community agency, gave it the name, phone number and address of the caller and a precise summary of the request, and asked the agency to contact the caller. After an authorized agency person such as an intake worker had acknowledged the agency's willingness to accept the referral, Action Line immediately notified the caller that the problem had been referred to another agency and that he would be contacted by that agency. RFD also sent a written confirmation of each referral to the caller and to the agency on the day of the call, to remind the agency and reassure the caller.

Action Line's referral method must be coordinated with service agencies, which otherwise might see it as a device that could overload caseworkers and disrupt existing relationships with clients. To meet this possible objection and to create mutual cooperation and understanding, the RFD staff met with agency staff members early in the planning stage to discuss the project and its goals and to develop procedures for referrals. They also met periodically during implementation to evaluate procedures. During these contacts, the RFD staff assumed the responsibility for demonstrating its desire to work closely with all community agencies to achieve agency objectives as well as objectives of adult continuing education. These contacts also helped RFD understand agency methods, problems, and capabilities.

During implementation RFD developed operating procedures that might be useful to other projects. It compiled (1) an index of some 30 major problem areas and subcategories (see list at end of this section) and (2) a directory of community agencies with the appropriate agency listed under specific problem categories, a system that enabled the volunteer to locate the agency rapidly and easily. A hanging card file was easy to use and facilitated indexing.

Action Line received 1,641 calls and mail responses during the RFD project. The majority (85 percent) were requests for home study materials or were questions simple enough for volunteers to research and answer directly. The other 240 questions were too complex, technical, or personal for volunteers to answer, and were referred to appropriate governmental, social, commercial, religious, and educational agencies and institutions which replied directly to the questioner.

A follow-up questionnaire on the effectiveness of referral revealed a high degree of client and agency satisfaction. Sixty-six percent of the clients and of the agencies returned the questionnaires; of the clients, 89 percent said they were satisfied with agency services. Of the referral agencies, 92 percent said RFD had stated the problem correctly and 84 percent reported that they were able to provide the requested service.

Categories of greatest concern to Action Line users were foods (63 queries), home maintenance (54), consumer problems (52), family finance (50), gardening (34), health services (25), home crafts (21), employment (20), legal assistance (19), and entertainment and recreation (18).

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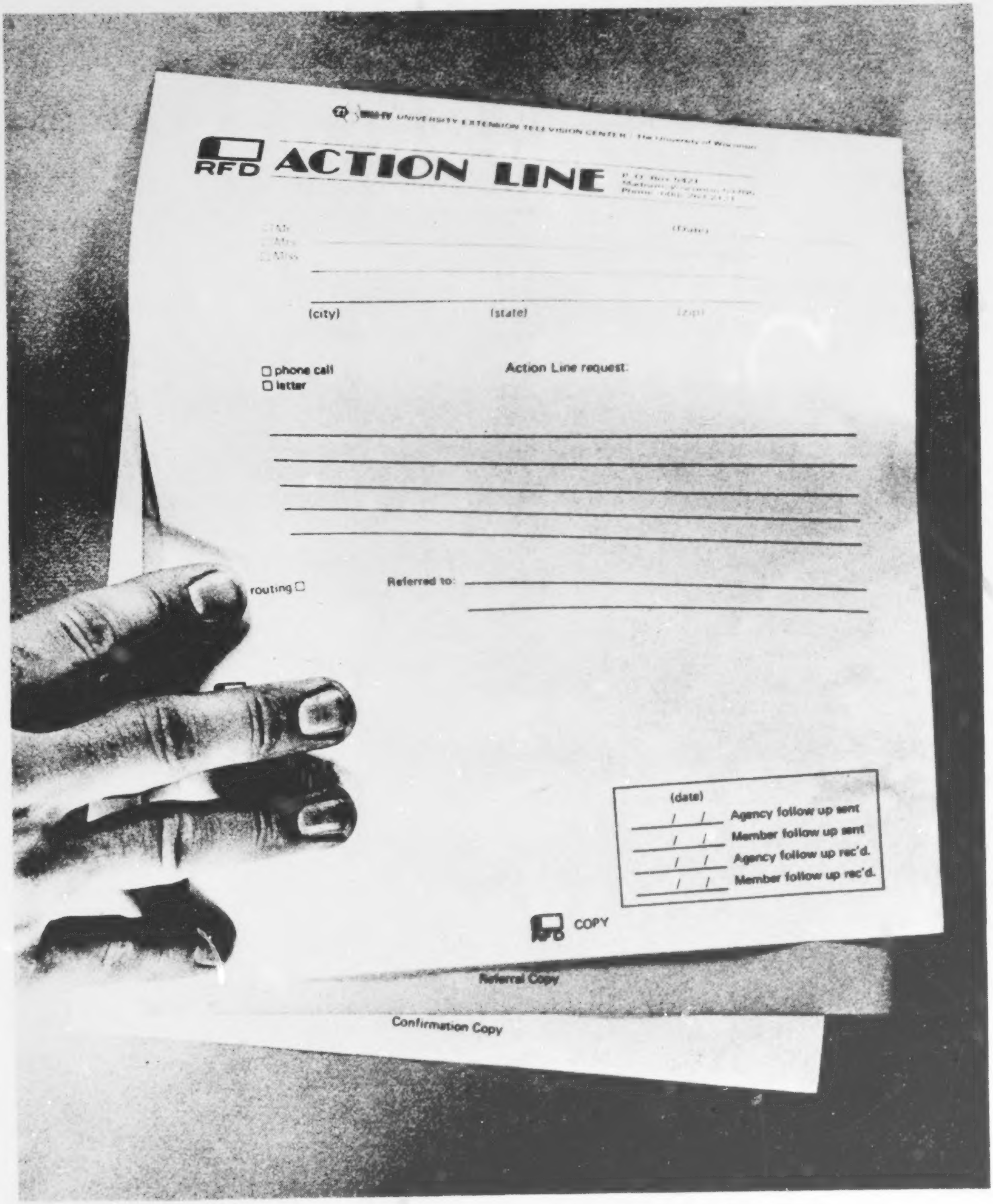

UNIVERSITY EXTENSION TELEVISION CENTER | The University of Wisconsin

RFD ACTION LINE

☐ Mr
☐ Mrs
☐ Miss

(Date)

(city) (state) (zip)

☐ phone call
☐ letter

Action Line request:

routing ☐

Referred to:

(date)
/ / Agency follow up sent
/ / Member follow up sent
/ / Agency follow up rec'd.
/ / Member follow up rec'd.

RFD COPY

Referral Copy

Confirmation Copy

These forms permitted Action Line volunteers to respond to each call rapidly.

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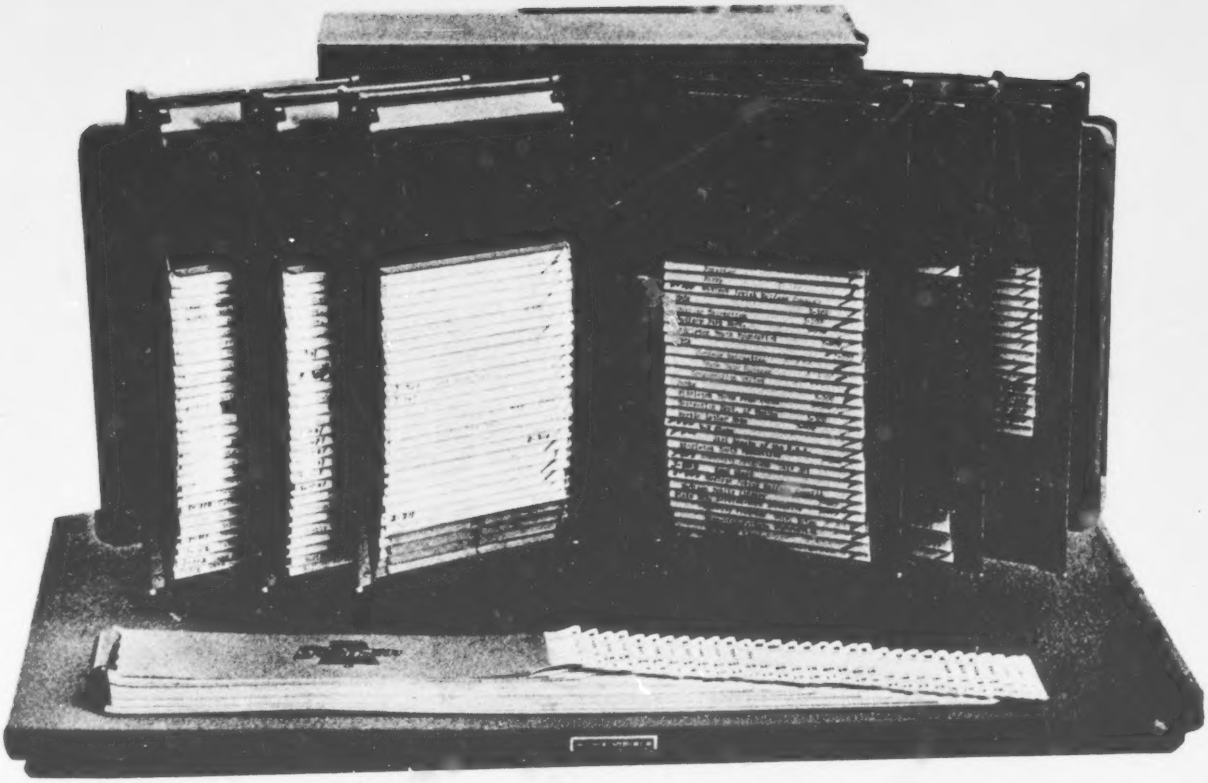

With this hanging card file, volunteers had problem categories and referral agencies at their fingertips.

ADOPTION SERVICES

Private agencies
Public agencies

ANTIQUES

Appraisals
Dealers (buy and sell)

AUTOMOBILES

Accident claims
Licenses and titles
Performance

COMMUNITY ORGANIZATIONS

Agricultural
Churches
Drug information
Handicapped persons
Legal services
Minorities (racial and ethnic)
Pollution control
Volunteer service

CONSUMER PROBLEMS

Advertising practices
Contracts
Insurance claims
Product safety
Public utilities
Sales schemes
Unsatisfactory services and products

EDUCATION

Accreditation
Adult education
Apprenticeships
Parochial schools (elementary, secondary)
Public schools (elementary, secondary)
Special education
Student financial aid
Vocational training

EMPLOYMENT

Apprenticeships
Help wanted
Job wanted (adult)
Job wanted (youth)
Small business loans
Wages
Workman's compensation
Workers' protection

ENTERTAINMENT AND RECREATION

Crafts
Games
Museums
Music (recorded)
Outdoor recreation
Television and radio
Tickets (concerts, theater, sports)
Travel (automobile)
USO

FAMILY FINANCE

Assistance, family
Assistance, handicapped
Family budgeting
Financial aid for student
Food stamps
Health insurance
Home ownership
Interest rates
Life insurance
Medicare
Savings and investments
Social Security
Taxes, federal
Taxes, local
Taxes, state
Unemployment insurance

FARMING

Farm loans
Fruit trees
Livestock diseases
Milk advertising
Shade trees
Weed control

FOODS

Contaminated foods
Diets, low fat
Diets, special health problems
Diets, weight reducing
Food adulterant
Food preserving
Food purchases
Menu planning
Nutrition
Recipes
Surplus commodities use

GARDENING

Fertilizer, chemical
Fertilizer, organic
Flowers
House plants
Insect control
Lawn care
Shrubs
Soil care
Trees
Vegetables
Weed control

HEALTH SERVICES

Alcoholism
Allergies
Arthritis
Blood bank
Diets
Drug abuse
Heart diseases
Infant care
Mental health problems
Skin diseases
Toxic chemicals
Water testing

HISTORICAL INFORMATION

Local history
State history
World history

HOME APPLIANCES

Instruction for use
Parts and service

HOME CRAFTS

Home repair information
Home repair materials
Craft skill information
Craft materials

HOME DECORATION

Carpeting
Color schemes
Furnishings
Upholstering

HOME MAINTENANCE

Care of clothing
Cleaning
Home repairs (materials)
Home repairs (services)
Home repairs (skills)
Tools for home maintenance

HOME MANAGEMENT

Home building plans
Home safety
Room design
Utilities

HOME RENTING

Contracts and leases
Securing rental housing
Tenant-landlord problems

LEGAL ASSISTANCE

Contests, lotteries and redeeming coupons
Contracts
Interest rates
Liability
Neighborhood nuisances
Passports
Wills and probate

PERSONAL ADJUSTMENT

Alcoholism
Counseling services
Divorce problems
Family relationships
Friendships

PEST CONTROL

Insect control
Rodent control

POLITICAL INFORMATION

Congress
Legislators
Municipal government
Political participation
Voter registration

POSTAL SERVICE

Bulk mail problems
Mail delivery

STREETS AND HIGHWAYS

Property lines
Repair of streets and highways
Right of way maintenance
Traffic control

TRANSPORTATION

Airline schedules
Bus schedules
School buses

WASTE DISPOSAL

Chemical and solvent disposal
Disposal sites
Recycling wastes

WILDLIFE

Conservation and control practices
Hunting and trapping regulations
Song birds

RECOMMENDATIONS

The following recommendations can be made based on the Wisconsin field test:

* Keep paper work of Action Line workers and supervisors to an absolute minimum. Use snap-apart forms. Write in longhand - avoid typing. If evaluation data are desired, they should be gathered by sampling.

* Confer with agency administrators and staff to assess the information and service each agency is best able to provide. Use this information to build the index. Check the validity of these judgments through the experiences of Action Line workers.

* Train workers to listen attentively to everything the caller says; to detect the caller's unstated needs and encourage their articulation; to restate the problem or question accurately to the agency; never to guess what the real problem is; to ascertain if the caller objects to having a highly personal and sensitive problem referred to another agency; and to respect all confidences.

* Seek and use the assistance of specialized sources of direct help for drug abuse cases.

* Keep all community agencies informed about the progress of Action Line during implementation.

* Make sure a responsible agency representative indicates an agency's willingness to accept referrals. It is important that the first agency to contact the caller be the one best equipped to handle the problem.

* Use all available media to promote wide public use of Action Line.

* Each Action Line staff member should have both an inbound and an outbound telephone line so that each call can be handled without delay.

THE RFD SYSTEM

HOME STUDY

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FOLIO & Madison

Associate director Steve Udvari discusses development of home-study bulletins with the staff during a planning session.

DEVELOPMENT OF THE HOME STUDY COMPONENT

The home study component of this mediated system gives the adult total control over his own learning. The adult can diagnose his own learning needs and choose specific print materials to meet those needs. He is free to learn when and where he chooses without being forced to follow a sequence of topics or being exposed to grades, quizzes or other childish pedagogy. In short, this component incorporates the essential principles of adult learning discussed in the first part of this series. In addition, the adult is not forced to upgrade his reading skills in a traditional progression from grade to grade found in public schools. He can continue to learn about a variety of topics at his own success level. He can also choose to improve his reading skills and computational skills if he wants, and move vertically as well as horizontally. Here, too, the adult determines his own needs. Participants are not told *the* way to do something. Rather, they are given alternatives. It is up to them to select the alternative best suited to their needs.

Like other components of the mediated system, the print component is shaped to reflect the wants, interests and needs of the target population. This shaping involves form as well as content, since the disadvantaged adult is sensitive to implications of shoddy or childish print materials. Content is determined by going directly to the target population.

During the development of RFD, the staff used a card sort to systematically determine the priority of interests, wants and needs of the target population--undereducated and disadvantaged adults in southern Wisconsin. This information guided development of the print component as well as television, radio, and the Almanac. The card sort revealed that adults are primarily interested in learning how to solve problems of everyday life. They want practical information that has immediate application to their lives such as how to cook inexpensive and nutritious meals, buy insurance, understand contracts, make a will, find a job, get along with others, and many other topics that constitute a life coping skill curriculum. The specific needs vary from adult to adult and from region to region, but it is generally true that adults want to learn information that they can use--information that is relevant to their own lives, strategies that can positively affect their lives.

Since this mediated system permits the adult to receive exactly what he wants to learn--no more and no less--the print component is best made available as brief, single-concept bulletins. Television, home visitors, radio programs and the

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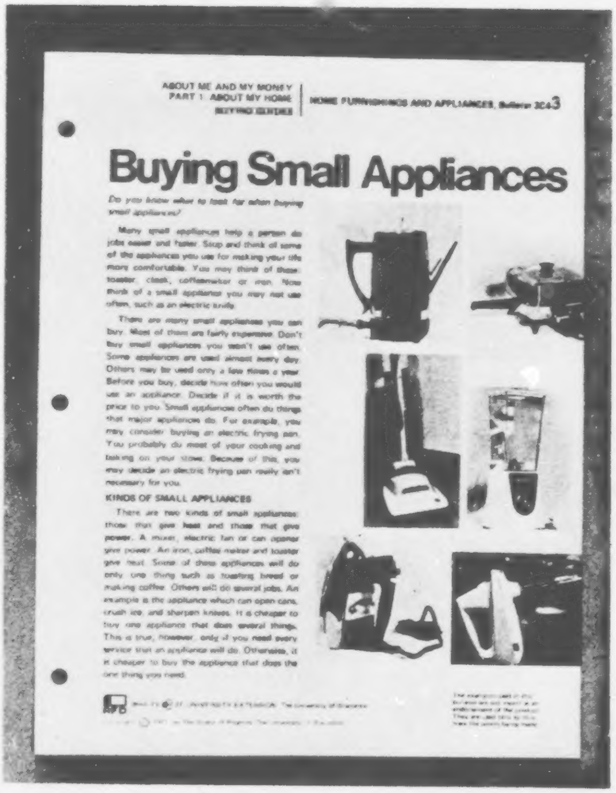


ABOUT ME AND MY MONEY
PART 1: ABOUT MY HOME
BUYING GUIDES

HOME FURNISHINGS AND APPLIANCES, Bulletin 3C43

Buying Small Appliances

Do you know what to look for when buying small appliances?

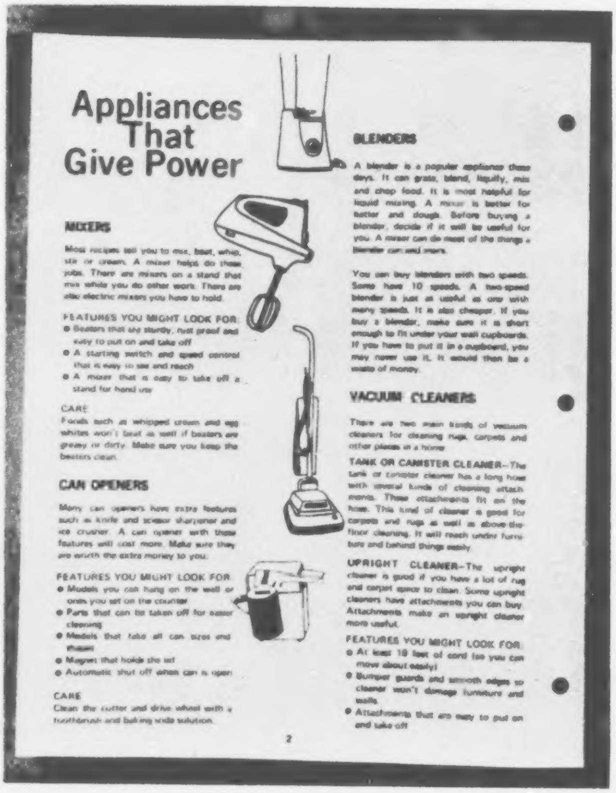
Many small appliances help a person do jobs easier and faster. Stop and think of some of the appliances you use for making your life more comfortable. You may think of these: toaster, clock, coffeemaker or iron. Now think of a small appliance you may not use often, such as an electric knife.

There are many small appliances you can buy. Most of them are fairly expensive. Don't buy small appliances you won't use often. Some appliances are used almost every day. Others may be used only a few times a year. Before you buy, decide how often you would use an appliance. Decide if it is worth the price to you. Small appliances often do things that major appliances do. For example, you may consider buying an electric frying pan. You probably do most of your cooking and baking on your stove. Because of this, you may decide an electric frying pan really isn't necessary for you.

KINDS OF SMALL APPLIANCES

There are two kinds of small appliances: those that give heat and those that give power. A mixer, electric fan or can opener give power. An iron, coffee maker and toaster give heat. Some of these appliances will do only one thing such as toasting bread or making coffee. Others will do several jobs. An example is the appliance which can open cans, crush ice, and sharpen knives. It is cheaper to buy one appliance that does several things. This is true, however, only if you need every service that an appliance will do. Otherwise, it is cheaper to buy the appliance that does the one thing you need.

RFD



Appliances That Give Power

MIXERS

Most recipes tell you to mix, beat, whip, stir or cream. A mixer helps do these jobs. There are mixers on a stand that mix while you do other work. There are also electric mixers you have to hold.

FEATURES YOU MIGHT LOOK FOR:

- Beaters that are sturdy, rust proof and easy to put on and take off
- A starting switch and speed control that is easy to see and reach
- A mixer that is easy to take off a stand for hand use

CARE

Foods such as whipped cream and egg whites won't beat as well if beaters are greasy or dirty. Make sure you keep the beaters clean.

CAN OPENERS

Many can openers have extra features such as knife and scissor sharpener and ice crusher. A can opener with these features will cost more. Make sure they are worth the extra money to you.

FEATURES YOU MIGHT LOOK FOR:

- Models you can hang on the wall or ones you set on the counter
- Parts that can be taken off for easier cleaning
- Models that take all can sizes and shapes
- Magnet that holds the lid
- Automatic shut off when can is open

CARE

Clean the cutter and drive wheel with a toothbrush and baking soda solution.

BLENDERS

A blender is a popular appliance these days. It can grate, blend, liquify, mix and chop food. It is most helpful for liquid mixing. A mixer is better for batter and dough. Before buying a blender, decide if it will be useful for you. A mixer can do most of the things a blender can and more.

You can buy blenders with two speeds. Some have 10 speeds. A two-speed blender is just as useful as one with many speeds. It is also cheaper. If you buy a blender, make sure it is short enough to fit under your wall cupboards. If you have to put it in a cupboard, you may never use it. It would then be a waste of money.

VACUUM CLEANERS

There are two main kinds of vacuum cleaners for cleaning rugs, carpets and other places in a home.

TANK OR CANISTER CLEANER—The tank or canister cleaner has a long hose with several kinds of cleaning attachments. These attachments fit on the hose. This kind of cleaner is good for carpets and rugs as well as above-the-floor cleaning. It will reach under furniture and behind things easily.

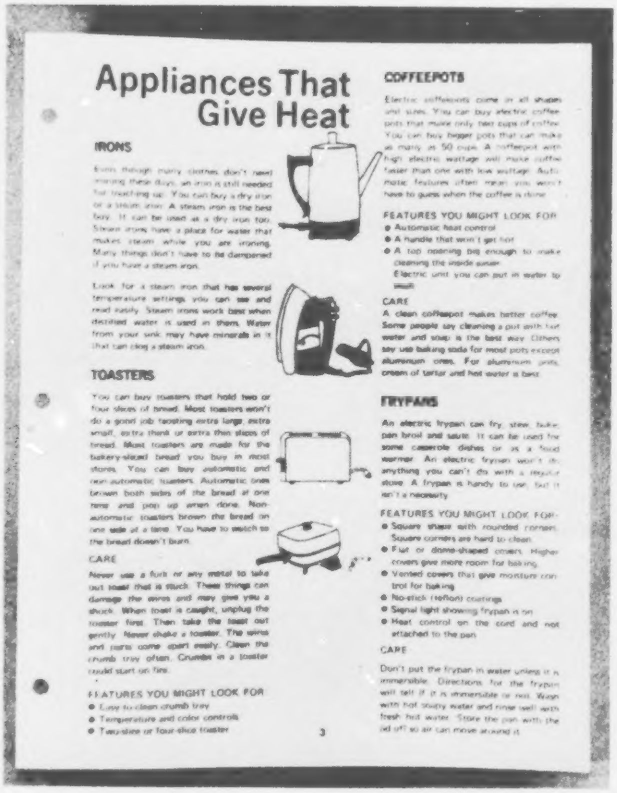
UPRIGHT CLEANER—The upright cleaner is good if you have a lot of rug and carpet space to clean. Some upright cleaners have attachments you can buy. Attachments make an upright cleaner more useful.

FEATURES YOU MIGHT LOOK FOR:

- At least 18 feet of cord (so you can move about easily)
- Bumper guards and smooth edges so cleaner won't damage furniture and walls
- Attachments that are easy to put on and take off

2

Sample of an RFD home-study unit written at the fourth to sixth grade equivalency level.



Appliances That Give Heat

IRONS

Even though many clothes don't need ironing these days, an iron is still needed for touching up. You can buy a dry iron or a steam iron. A steam iron is the best buy. It can be used as a dry iron too. Steam irons have a place for water that makes steam while you are ironing. Many things don't have to be dampened if you have a steam iron.

Look for a steam iron that has several temperature settings you can see and read easily. Steam irons work best when distilled water is used in them. Water from your sink may have minerals in it that can clog a steam iron.

TOASTERS

You can buy toasters that hold two or four slices of bread. Most toasters won't do a good job toasting extra large, extra small, extra thick or extra thin slices of bread. Most toasters are made for the bakery-sliced bread you buy in most stores. You can buy automatic and non-automatic toasters. Automatic ones brown both sides of the bread at one time and pop up when done. Non-automatic toasters brown the bread on one side at a time. You have to watch so the bread doesn't burn.

CARE

Never use a fork or any metal to take out toast that is stuck. These things can damage the wires and may give you a shock. When toast is caught, unplug the toaster first. Then take the toast out gently. Never shake a toaster. The wires and parts come apart easily. Clean the crumb tray often. Crumbs in a toaster could start on fire.

FEATURES YOU MIGHT LOOK FOR:

- Easy-to-clean crumb tray
- Temperature and color controls
- Two-slice or four-slice toaster

COFFEEPOTS

Electric coffeepots come in all shapes and sizes. You can buy electric coffee pots that make only two cups of coffee. You can buy bigger pots that can make as many as 50 cups. A coffeepot with high electric wattage will make coffee faster than one with low wattage. Automatic features often mean you won't have to guess when the coffee is done.

FEATURES YOU MIGHT LOOK FOR:

- Automatic heat control
- A handle that won't get hot
- A top opening big enough to make cleaning the inside easier
- Electric unit you can put in water to wash

CARE

A clean coffeepot makes better coffee. Some people say cleaning a pot with hot water and soap is the best way. Others say use baking soda for most pots except aluminum ones. For aluminum pots, cream of tartar and hot water is best.

FRYPANS

An electric frypan can fry, stew, bake, pan broil and saute. It can be used for some casserole dishes or as a food warmer. An electric frypan won't do anything you can't do with a regular stove. A frypan is handy to use, but it isn't a necessity.

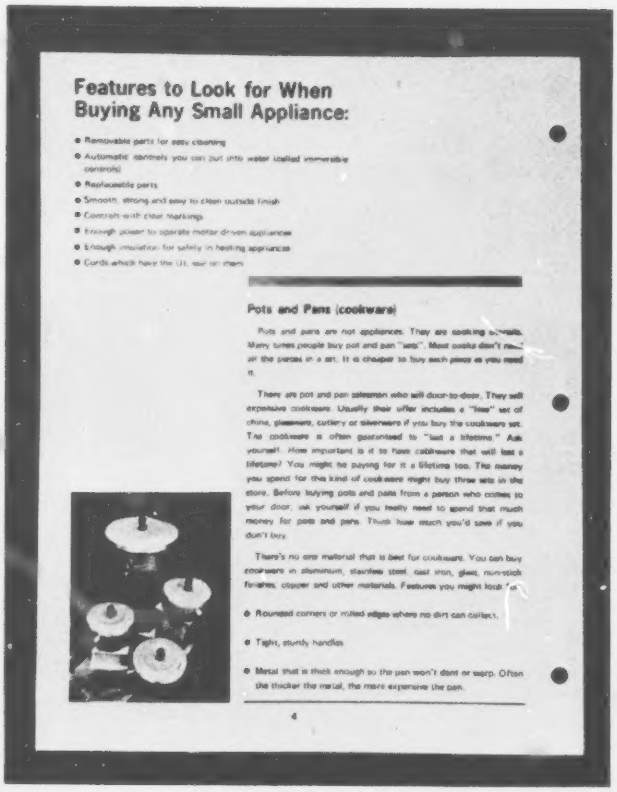
FEATURES YOU MIGHT LOOK FOR:

- Square shape with rounded corners. Square corners are hard to clean.
- Flat or dome-shaped covers. Higher covers give more room for baking.
- Vented covers that give moisture control for baking
- No-stick (teflon) coatings
- Signal light showing frypan is on
- Heat control on the cord and not attached to the pan

CARE

Don't put the frypan in water unless it is immersible. Directions for the frypan will tell if it is immersible or not. Wash with hot soapy water and rinse well with fresh hot water. Store the pan with the lid off so air can move around it.

3



Features to Look for When Buying Any Small Appliance:

- Removable parts for easy cleaning
- Automatic controls you can put into water (called immersible controls)
- Replaceable parts
- Smooth, strong and easy to clean outside finish
- Controls with clear markings
- Enough power to operate motor driven appliances
- Enough insulation for safety in heating appliances
- Cords which have the UL seal on them

Pots and Pans (cookware)

Pots and pans are not appliances. They are cooking utensils. Many times people buy pot and pan "sets". Most cooks don't need all the pieces in a set. It is cheaper to buy each piece as you need it.

There are pot and pan salesmen who sell door-to-door. They sell expensive cookware. Usually their offer includes a "free" set of china, glassware, cutlery or silverware if you buy the cookware set. The cookware is often guaranteed to "last a lifetime." Ask yourself: How important is it to have cookware that will last a lifetime? You might be paying for it a lifetime too. The money you spend for this kind of cookware might buy three sets in the store. Before buying pots and pans from a person who comes to your door, ask yourself if you really need to spend that much money for pots and pans. Think how much you'd save if you don't buy.

There's no one material that is best for cookware. You can buy cookware in aluminum, stainless steel, cast iron, glass, non-stick finishes, copper and other materials. Features you might look for:

- Rounded corners or rolled edges where no dirt can collect.
- Tight, sturdy handles
- Metal that is thick enough so the pan won't dent or warp. Often the thicker the metal, the more expensive the pan.

4

Almanac inform adults of the availability of these materials and the adult may order any bulletin he wants by mail, Action Line telephone or home visitor. Pre-stamped post cards in home study bulletins made it convenient for the adult to order additional materials. Home study materials also contained "write-a-note" cards to encourage comments and questions on any subject at all.

During the RFD field test, materials were distributed on a unit basis of approximately five bulletins each. Single bulletins were not sent separately because it was felt that there was sufficient internal cohesiveness within the units to permit the 20-week Wisconsin field test to operate at the unit level. Other projects may wish to distribute materials on the single bulletin basis.

The bulletins must be as "adult" in content and appearance as possible and be written at a level that is easily understood by the target population. In the case of RFD, this was the fourth to sixth grade reading equivalency level, the level that permits adults to read without assistance (12-14 syllables per sentence).

The staff organized the wants, interests and needs of the target population into four "content centers" as indicated on the following page. These were About Me, About Me and Others, About Me and My Money, and About Me and My Community. Each content center was further divided into modules and units. Each unit contained several bulletins on specific topics. In all there were some 320 different bulletins available to adults during the RFD demonstration.

In order to develop the print component the staff reviewed existing instructional materials for adults to determine if they were understandable, believable and useful to the target population.* Most existing materials were found to be inadequate or inappropriate. Most stressed reading and writing skill development, were written at the seventh to eighth grade level, and were limited to areas of money management and employment. There was little in areas of child development, home maintenance and repair, consumership, citizenship, and other areas of adult concern. Existing materials were used where they met RFD standards for understandability, believability and usefulness. The rest were developed as new material by the RFD staff.

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* An annotated bibliography of learning materials for adults, prepared during RFD's evaluation of existing materials, is available upon request. It evaluates materials for teaching adult communication, computation, and life-coping skills in terms of four levels of readability--introductory to advanced. Each citation describes the publication's subject matter and assesses its format, structure, sequence, population orientation, and suggested use. Readers may obtain a copy by writing RFD, WHA-TV, University of Wisconsin - Extension, Madison, WI 53706.

RFD

CONTENT CENTER LISTINGS

I CONTENT CENTER: ABOUT ME

Module A: UNDERSTANDING MYSELF
Unit 1: Who Am I: Accepting a View of Myself
Unit 2: Who Am I: A Positive View of Myself
Unit 3: What Affects Me: Heredity and Environment
Unit 4: What I Believe: Developing Character

Module B: MY WELL BEING
Unit 1: My Physical Health
Unit 2: My Mental Health
Unit 3: My Education
Unit 4: My Leisure and Recreation
Unit 5: Maturing and Growing Old Gracefully

Module C: BECOMING A BETTER PERSON
Unit 1: I Am Changing: How Change Affects Me
Unit 2: I Am a Person: Dignity, Integrity
Unit 3: Motivation: Self-Direction
Unit 4: I Can Make Things Change

II CONTENT CENTER: ABOUT ME AND OTHERS

Module A: MY FAMILY
Unit 1: Home is for Family Living
Unit 2: Getting Along with One's Marriage Partner
Unit 3: Understanding Feelings of Family Members
Unit 4: Guiding Children and Building Character
Unit 5: Family Good Times

Module B: COMMUNICATING WITH OTHERS
Unit 1: My Friends
Unit 2: My Neighbors
Unit 3: The Art of Listening
Unit 4: Respecting Other People's Ideas and Beliefs

Module C: WORKING WITH OTHER PEOPLE
Unit 1: People I Deal with for Services
Unit 2: People I Work with on the Job
Unit 3: People I Work for

III CONTENT CENTER: ABOUT ME AND MY MONEY

PART I: ABOUT MY HOME

Module A: MANAGING MY FAMILY'S MONEY
Unit 1: My Income
Unit 2: Family Spending Plan
Unit 3: Using My Credit Wisely
Unit 4: Family Security Plan

Module B: THE JOY OF GOOD FOOD
Unit 1: A Choice: Casserole or Stew
Unit 2: Supper on the Table on Time
Unit 3: Meals for a Day
Unit 4: Wise Planning + Smart Shopping = Good Meals

Module C: BUYING GUIDES
Unit 1: How to Buy Wisely
Unit 2: Smart Food Shopping
Unit 3: How to Buy Clothing
Unit 4: Buying Home Furnishings and Appliances
Unit 5: Satisfaction Guaranteed

Module D: HEALTH, SAFETY AND SANITATION
Unit 1: Emergency First Aid
Unit 2: Home First Aid
Unit 3: Home Safety Plan
Unit 4: Knowing Signs of Illness
Unit 5: Home Sanitation

Module E: MAKING A HOUSE A HOME
Unit 1: A Man's Home is His Castle
Unit 2: Taking Care of the Inside
Unit 3: Taking Care of the Outside
Unit 4: How to Do-It-Yourself Repairs

PART II: ABOUT MY WORK

Module A: HOW TO LOOK FOR A JOB
Unit 1: Sources of Jobs
Unit 2: Letters and Forms
Unit 3: Personal Interview
Unit 4: Important Job Facts
Unit 5: Summary for Job Hunters

Module B: HOW TO APPLY FOR THAT JOB
Unit 1:
Unit 2: *Under development -*
Unit 3: *Included in* **Module A**
Unit 4:

Module C: HOW TO GET THE MOST FROM MY JOB
Unit 1: My Responsibilities to the Job
Unit 2: My Boss's Responsibilities to Me
Unit 3: Getting Ahead on the Job
Unit 4: Laws Protecting Workers

IV CONTENT CENTER: ME AND MY COMMUNITY

Module A: ME AND THE PEOPLE
Unit 1: Of The People, By The People, For The People
Unit 2: The Declaration of Independence
Unit 3: Our Constitution and What It Means
Unit 4: How We Organize to do Business in America

Module B: MY GOVERNMENT, HOW IT WORKS
Unit 1: In My Community
Unit 2: In My State
Unit 3: In My Country
Unit 4: In the World

Module C: CITIZENSHIP IS TAKING PART IN DECISIONS
Unit 1: My rights as a Citizen
Unit 2: My Responsibilities as a Citizen
Unit 3: Being an Informed Citizen
Unit 4: Population! Pollution! Conservation!

Module D: WHERE TO GO, WHO TO SEE, WHAT TO DO
Unit 1: Welfare and Employment Services
Unit 2: Medical and Health Services
Unit 3: Legal Aid Services
Unit 4: Leisure and Recreational Services

The new materials were written in clear journalistic style, the form to which most adults are accustomed and one which is geared to easy readability. The writers used sentences which contained one main idea expressed briefly and concisely in familiar but simple words. Abstract ideas were conveyed by means of concrete or human examples. To heighten readability writers made liberal use of personal pronouns and personal references. They tried to personalize the content and show how it could affect the reader in his own life. This was sometimes done with stories.

The printed bulletins comprised a life coping skill curriculum, but the print component was flexible enough to deliver other information as well. Materials also were available in more traditional areas of adult learning such as reading, spelling, writing and arithmetic. These materials were made available to home visitor clients during the RFD field test if the clients expressed a need or interest to learn more in these areas.

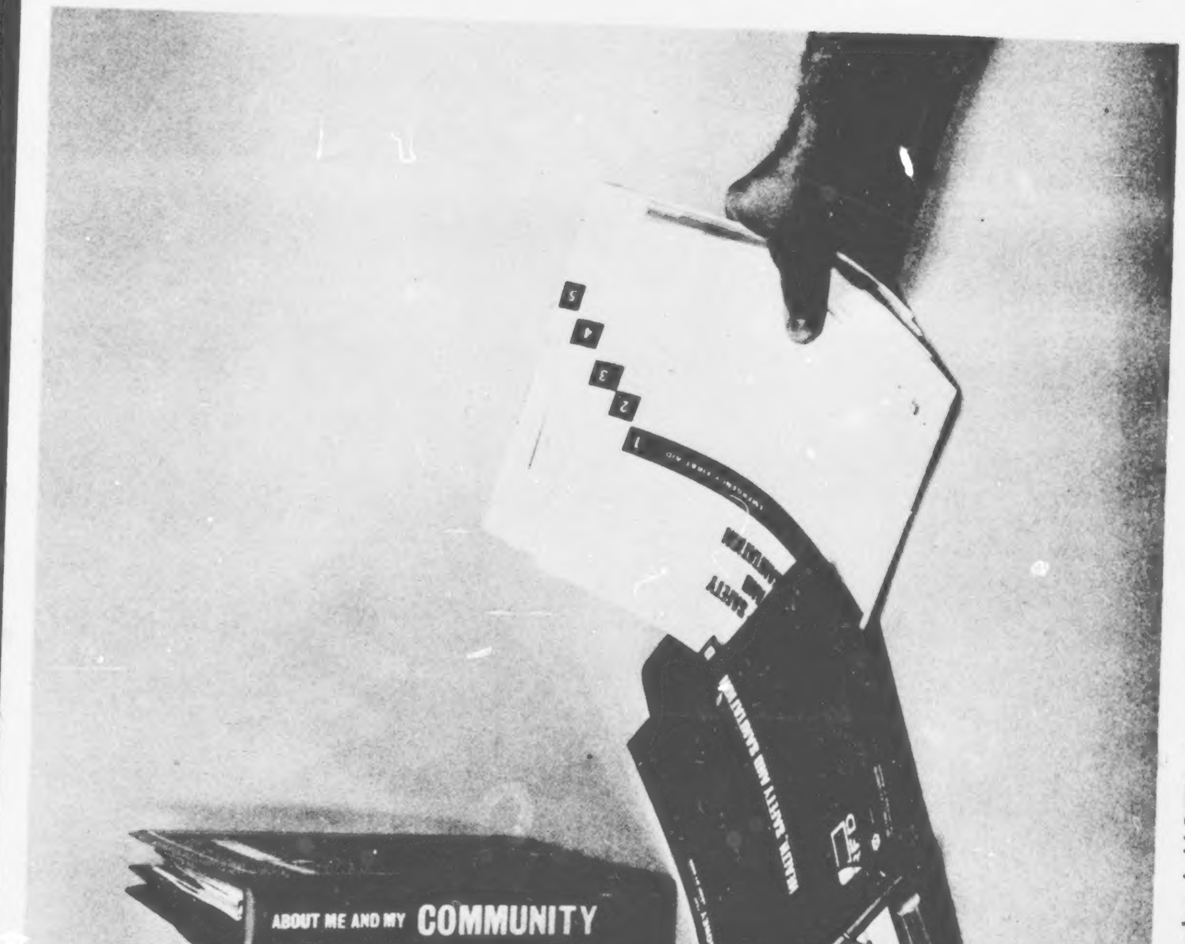
Projects using home visitors should provide the visitors with a wide selection of back up materials. These materials should be broad enough to meet the special learning needs of clients in every content area in terms of ability level, detail and, when necessary, role. If the client wants to learn how to read, spell, or multiply using a structured format, or wants to read adult literature, the home visitor should be able to draw on this resource bank and select the materials most appropriate to his interests and abilities. If the client expresses an interest in learning more about being a wife, husband, parent, homemaker, or employee, appropriate role-related materials should be available.

A set of five three-ring binders was designed to hold the RFD materials. The binders contained pocket inserts to hold the adult's own clippings, recipes, brochures and pamphlets, enabling the adult to add his own materials to those of the project. The loose-leaf binder and individual bulletin system has advantages over traditional hard-cover texts because it permits the adult to assemble his own materials and enables a project to localize materials and speak to particular ethnic and language needs.

During the 20-week Wisconsin field test, RFD distributed 10,454 units averaging five bulletins each and 920 supplementary bulletins to 1,714 adults. In addition, it sent out 167 sets of binders complete with index dividers, unit introductions and post card order forms.

It is important to allow adequate lead time to prepare materials. One year from concept to final printing is not unreasonable.

BEST COPY AVAILABLE


1
2
3
4
5
ABOUT ME AND MY COMMUNITY
ABOUT ME AND MY MONEY
PART 2
ABOUT MY WORK
ABOUT ME AND OTHERS
ABOUT ME

Five loose-leaf binders held RFD's home-study materials.

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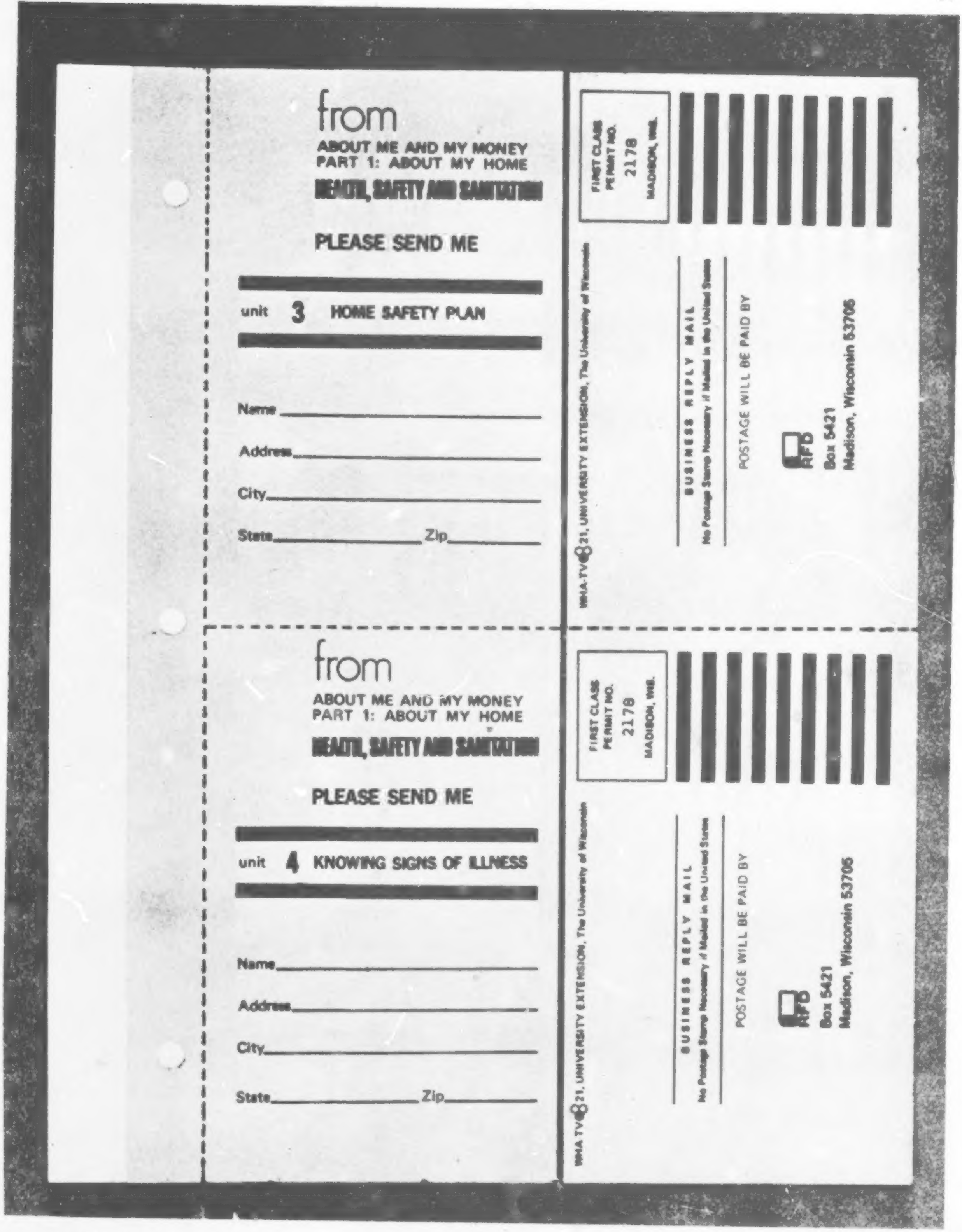


from

ABOUT ME AND MY MONEY
PART 1: ABOUT MY HOME

HEALTH, SAFETY AND SANITATION

PLEASE SEND ME

unit 3 HOME SAFETY PLAN

Name____________________

Address____________________

City____________________

State__________ Zip__________

FIRST CLASS
PERMIT NO.
2178
MADISON, WIS.

BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in the United States

POSTAGE WILL BE PAID BY

RFD
Box 5421
Madison, Wisconsin 53705

WHA-TV 821, UNIVERSITY EXTENSION, The University of Wisconsin

from

ABOUT ME AND MY MONEY
PART 1: ABOUT MY HOME

HEALTH, SAFETY AND SANITATION

PLEASE SEND ME

unit 4 KNOWING SIGNS OF ILLNESS

Name____________________

Address____________________

City____________________

State__________ Zip__________

FIRST CLASS
PERMIT NO.
2178
MADISON, WIS.

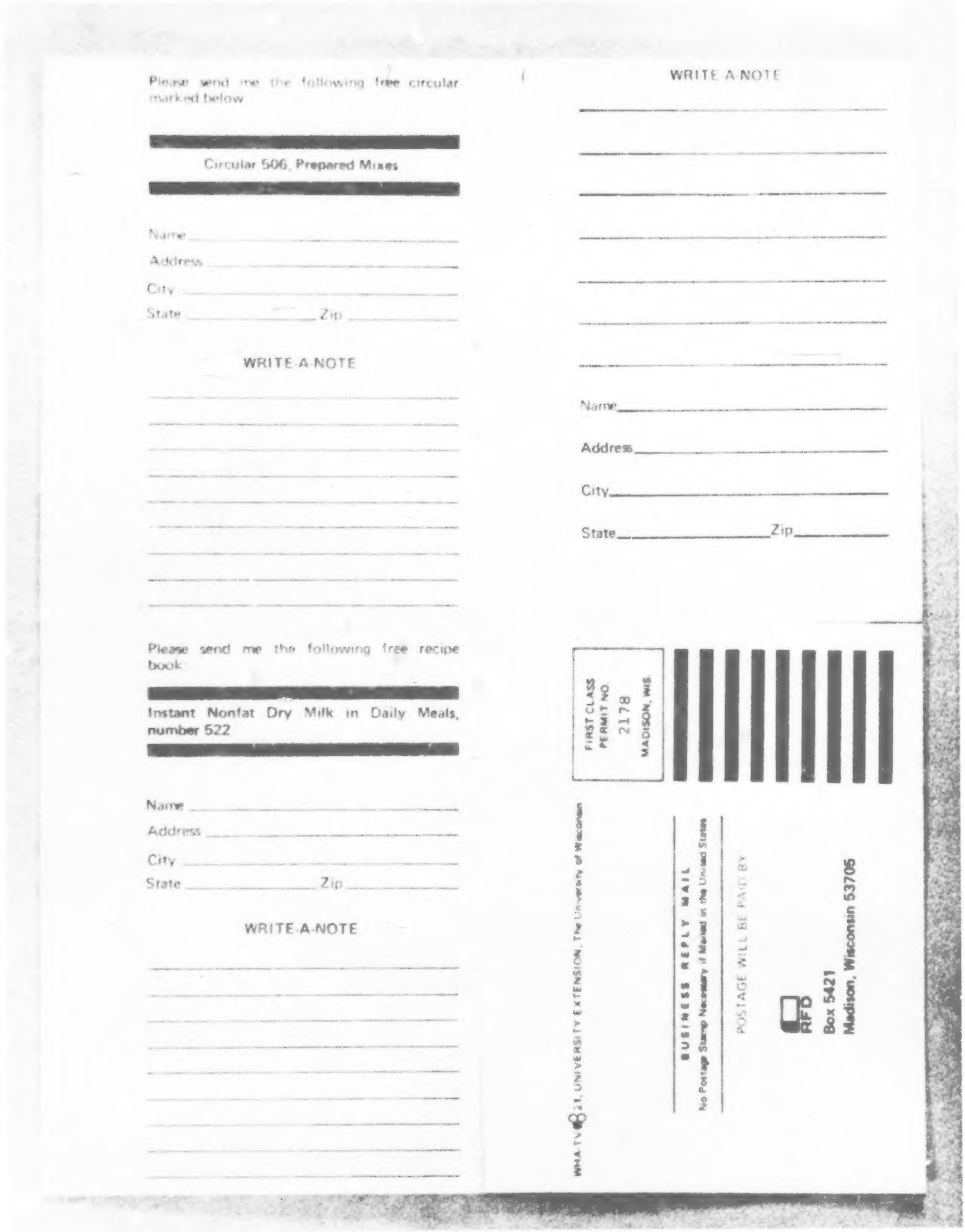
BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in the United States

POSTAGE WILL BE PAID BY

RFD
Box 5421
Madison, Wisconsin 53705

WHA-TV 821, UNIVERSITY EXTENSION, The University of Wisconsin

Participants received prestamped, preaddressed postcards with the binders to facilitate future ordering.



Please send me the following free circular marked below:

Circular 506, Prepared Mixes

Name ____________
Address ____________
City ____________
State ________ Zip ________

WRITE-A-NOTE

Please send me the following free recipe book:

Instant Nonfat Dry Milk in Daily Meals, number 522

Name ____________
Address ____________
City ____________
State ________ Zip ________

WRITE-A-NOTE

WRITE-A-NOTE

Name ____________
Address ____________
City ____________
State ________ Zip ________

FIRST CLASS
PERMIT NO.
2178
MADISON, WIS.

BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in the United States

POSTAGE WILL BE PAID BY

RFD
Box 5421
Madison, Wisconsin 53705

WHA-TV 21, UNIVERSITY EXTENSION, The University of Wisconsin

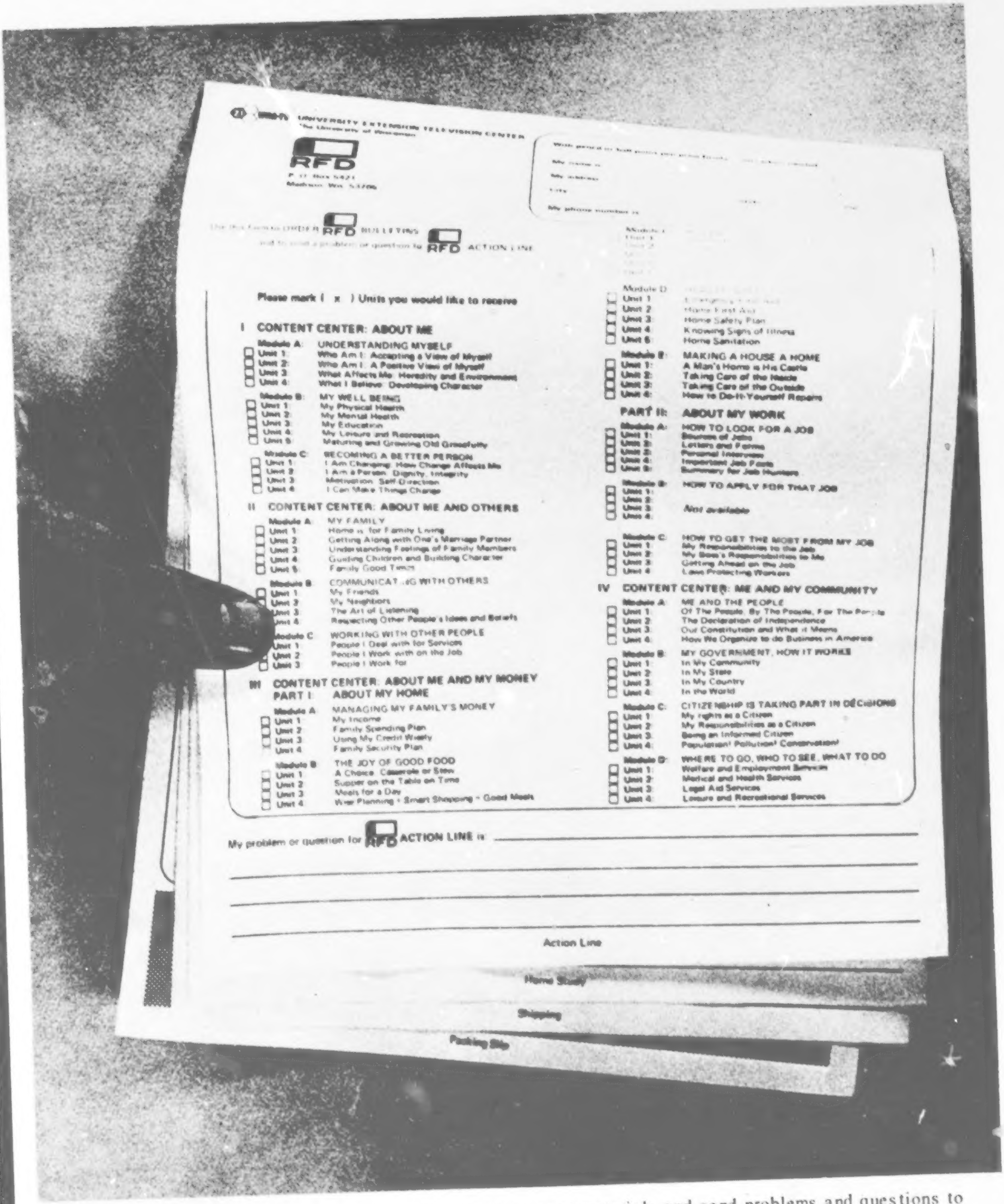
Participants could write to RFD on any subject at all, using these handy write-a-note postcards.

HOME STUDY TEACHER

Adults may need help in articulating their needs for basic educational and life coping skill information. This is one of the primary functions of the paraprofessional home visitor as explained in the sixth part of this series. A home study teacher, using the telephone and the mails, can also perform this function for many participants. To be helpful to participants, the home study teacher will want to learn as much as possible about each one. Information gained from letters and phone calls should be collected in a separate file for each participant. The use of tests to determine prior achievement is discouraged because tests are often perceived as threatening, especially by the primary target audience for RFD. Much can be learned about individuals through open and frequent communication. Needs for language skill development, family life information, or community participation will be revealed through this informal approach and should be used as a basis for suggesting home study materials. The home study teacher will want to initiate much of this communication by calling or writing to the participant expressing a genuine interest in him and a willingness to provide him with the materials he wants.

A file envelope was useful to hold all correspondence, order forms and resumes of phone conversations, information which can be noted on the front of the envelope. At a glance the home study teacher can get a quick overview of each person and estimate the extent of his participation by recording the dates of contact made by both the participant and RFD in the right-hand column. More detailed assessment will be made possible by careful examination of the contents of the envelope, which contains correspondence, order forms, phone contact notes, etc.

The RFD order form enabled participants to request home study materials and send problems and questions to Action Line. An original and three carbons were written simultaneously. Order forms were sent to anyone who requested a list of available home study bulletins. In each case a business reply envelope was included as a convenience to the participant. Post card order forms for each unit were included in the introductory material in the home study binders. Order forms, letters requesting home study bulletins, and Action Line forms resulting from telephone calls for bulletins were sent to the home study teacher. A quick check of a participant's file usually indicated whether or not the material requested in a given order should be sent. In some cases it was discovered that a participant ordered the same bulletins on more than one occasion. This could usually be cleared up with a phone call. Some order forms were received with every item checked. In these cases, the home study teacher expressed the project's desire that participants use materials one unit at a time to derive maximum benefit from the information in the bulletin, and then helped the adult



UNIVERSITY EXTENSION TELEVISION CENTER

RFD

My name is

My address

City

My phone number is

Use this form to ORDER RFD BULLETINS
and to send a problem or question to RFD ACTION LINE

Please mark (x) Units you would like to receive

I CONTENT CENTER: ABOUT ME

Module A: UNDERSTANDING MYSELF
☐ Unit 1: Who Am I: Accepting a View of Myself
☐ Unit 2: Who Am I: A Positive View of Myself
☐ Unit 3: What Affects Me: Heredity and Environment
☐ Unit 4: What I Believe: Developing Character

Module B: MY WELL BEING
☐ Unit 1: My Physical Health
☐ Unit 2: My Mental Health
☐ Unit 3: My Education
☐ Unit 4: My Leisure and Recreation
☐ Unit 5: Maturing and Growing Old Gracefully

Module C: BECOMING A BETTER PERSON
☐ Unit 1: I Am Changing: How Change Affects Me
☐ Unit 2: I Am a Person: Dignity, Integrity
☐ Unit 3: Motivation: Self-Direction
☐ Unit 4: I Can Make Things Change

II CONTENT CENTER: ABOUT ME AND OTHERS

Module A: MY FAMILY
☐ Unit 1: Home is for Family Living
☐ Unit 2: Getting Along with One's Marriage Partner
☐ Unit 3: Understanding Feelings of Family Members
☐ Unit 4: Guiding Children and Building Character
☐ Unit 5: Family Good Times

Module B: COMMUNICAT..IG WITH OTHERS
☐ Unit 1: My Friends
☐ Unit 2: My Neighbors
☐ Unit 3: The Art of Listening
☐ Unit 4: Respecting Other People's Ideas and Beliefs

Module C: WORKING WITH OTHER PEOPLE
☐ Unit 1: People I Deal with for Services
☐ Unit 2: People I Work with on the Job
☐ Unit 3: People I Work for

III CONTENT CENTER: ABOUT ME AND MY MONEY
PART I: ABOUT MY HOME

Module A: MANAGING MY FAMILY'S MONEY
☐ Unit 1: My Income
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☐ Unit 4: Family Security Plan

Module B: THE JOY OF GOOD FOOD
☐ Unit 1: A Choice: Casserole or Stew
☐ Unit 2: Supper on the Table on Time
☐ Unit 3: Meals for a Day
☐ Unit 4: Wise Planning + Smart Shopping = Good Meals

Module D: [illegible]
☐ Unit 1: [illegible]
☐ Unit 2: Home First Aid
☐ Unit 3: Home Safety Plan
☐ Unit 4: Knowing Signs of Illness
☐ Unit 5: Home Sanitation

Module E: MAKING A HOUSE A HOME
☐ Unit 1: A Man's Home is His Castle
☐ Unit 2: Taking Care of the Inside
☐ Unit 3: Taking Care of the Outside
☐ Unit 4: How to Do-It-Yourself Repairs

PART II: ABOUT MY WORK

Module A: HOW TO LOOK FOR A JOB
☐ Unit 1: Sources of Jobs
☐ Unit 2: Letters and Forms
☐ Unit 3: Personal Interview
☐ Unit 4: Important Job Facts
☐ Unit 5: Summary for Job Hunters

Module B: HOW TO APPLY FOR THAT JOB
☐ Unit 1:
☐ Unit 2:
☐ Unit 3: *Not available*
☐ Unit 4:

Module C: HOW TO GET THE MOST FROM MY JOB
☐ Unit 1: My Responsibilities to the Job
☐ Unit 2: My Boss's Responsibilities to Me
☐ Unit 3: Getting Ahead on the Job
☐ Unit 4: Laws Protecting Workers

IV CONTENT CENTER: ME AND MY COMMUNITY

Module A: ME AND THE PEOPLE
☐ Unit 1: Of The People, By The People, For The People
☐ Unit 2: The Declaration of Independence
☐ Unit 3: Our Constitution and What it Means
☐ Unit 4: How We Organize to do Business in America

Module B: MY GOVERNMENT, HOW IT WORKS
☐ Unit 1: In My Community
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Module C: CITIZENSHIP IS TAKING PART IN DECISIONS
☐ Unit 1: My rights as a Citizen
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☐ Unit 3: Being an Informed Citizen
☐ Unit 4: Population! Pollution! Conservation!

Module D: WHERE TO GO, WHO TO SEE, WHAT TO DO
☐ Unit 1: Welfare and Employment Services
☐ Unit 2: Medical and Health Services
☐ Unit 3: Legal Aid Services
☐ Unit 4: Leisure and Recreational Services

My problem or question for RFD ACTION LINE is ____________________

Action Line

Home Study

Shipping

Packing Slip

The home-study order form enabled participants to request materials and send problems and questions to Action Line. It was also used by the home-study teacher to order and record materials sent to a participant.

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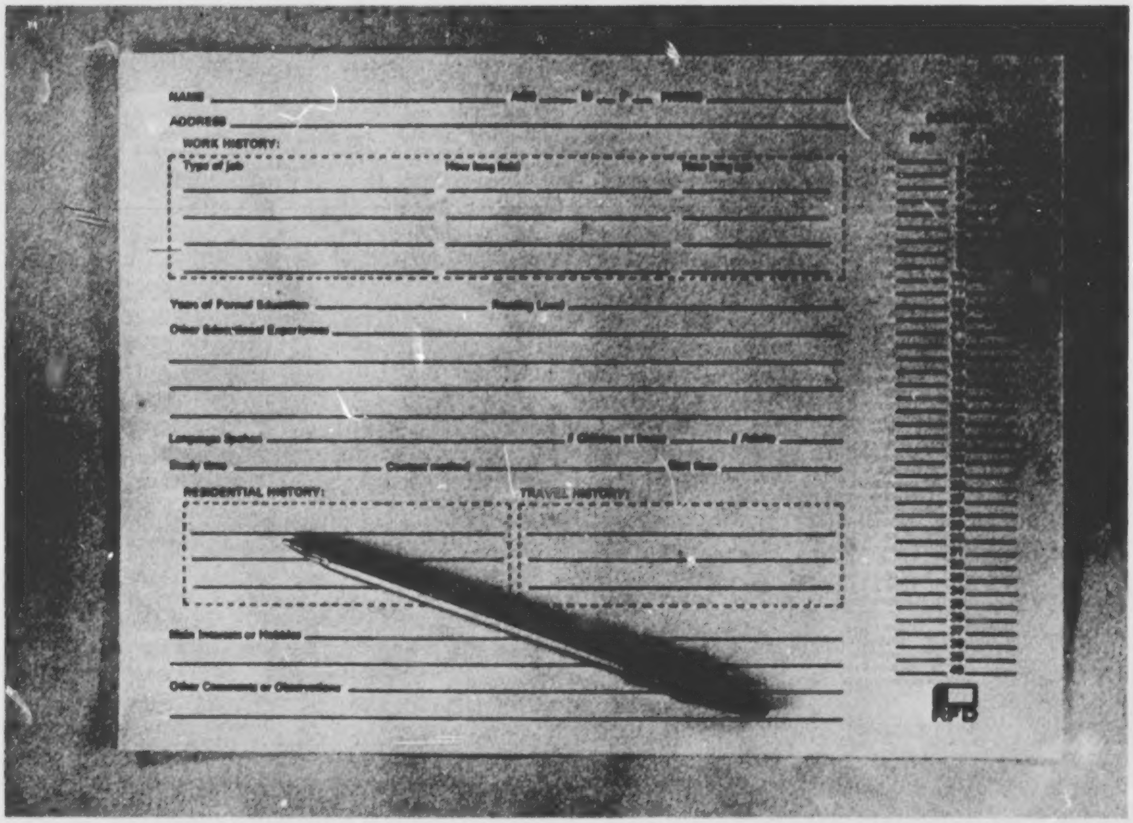


NAME

ADDRESS

WORK HISTORY:

Type of job

RESIDENTIAL HISTORY:

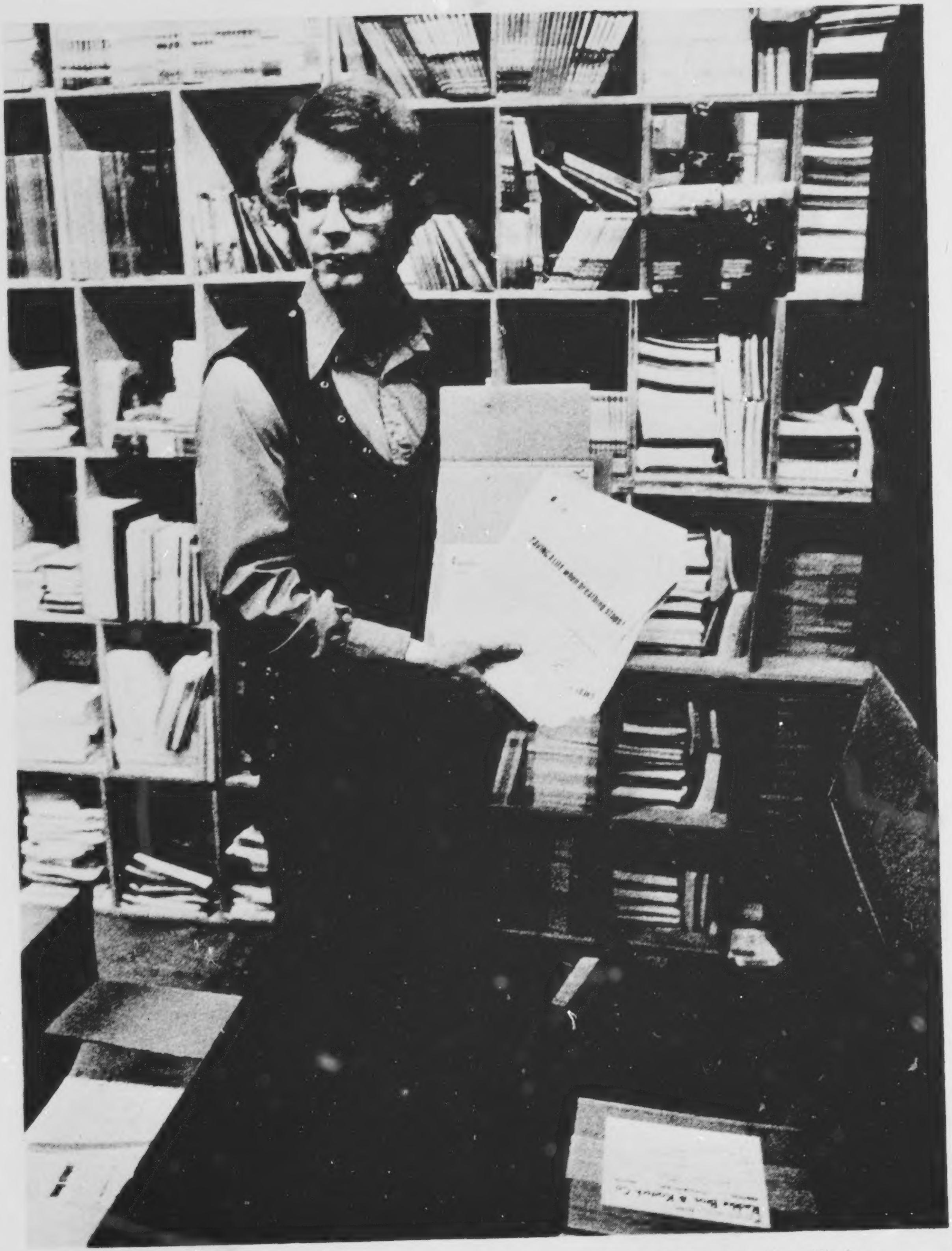
TRAVEL HISTORY:

RFD

The home-study teacher used this envelope to record the participation of each participant.

identify particular informational needs. On the basis of this and other information in the participant's folder the home study teacher indicated on the order form those items that were to be shipped.

The white copy of the order form (original copy) was retained by Action Line if it contained a problem or question for Action Line. The pink copy (first carbon) was retained by the home study teacher and filed in the participant's envelope. The blue (second carbon) and yellow (third carbon) copies were sent to the shipping department. The yellow copy became a packing slip and the blue copy retained as a shipping department copy. Incidentally, the shipping department copy proved to serve no useful purpose in the Wisconsin field test and could be eliminated.



In the warehouse, home-study materials were systematically arranged to expedite shipping.

STORING AND SHIPPING MATERIALS

Project materials must be stored systematically and conveniently to permit rapid response to participant needs. During the RFD field test there were over 300 different items to store, some with as many as 1,000 copies. The project rented a 1500 square foot warehouse area, built storage bins, hired a shipping clerk, and developed a precise order form that indicated exactly who wanted what sent where.

The shipping clerk received the marked order form from the home study teacher, walked along tiers of bins arranged according to content center units, found the desired unit, and sent it to the adult in a manila envelope. Materials were sent by third and fourth class mail.

Ideally, materials should be shipped to participants within 24 hours of receipt of order.

THE RFD SYSTEM

HOME VISITORS

BEST COPY AVAILABLE

The home visitor brought new information and companionship to the participant in ways the media could not.

HOME VISITORS

The designers of this personalized mediated system shaped media to the needs and interests of disadvantaged and undereducated adults so that the adults could acquire educational and life coping skills and improve the quality of their lives. Yet they realized that media may target on the population but miss the individual. Personal contact was needed, particularly for the more disadvantaged and undereducated adults who are least able to acquire new skills on their own and incorporate new learning into their lives. These adults not only need more money and education, but also face a wide range of personal and family problems that are intensified by stresses of low income and undereducation, problems that may be so overwhelming that they blind the adult to possibilities for change and prevent his using the services of helping agencies and those of the mediated system itself.

A major barrier to the undereducated adult's seeking outside help for his problems is the discomfort he feels in the subordinate roles imposed by institutions and persons in authority, including teachers. His feelings are often based on experience. Yet he enjoys and feels at ease in informal peer relationships. An egalitarian and informal relationship was necessary to ensure that the system could actually help the participant. The system used home visitors for the following reasons:

* TO BRIDGE THE GAP BETWEEN THE PARTICIPANT AND THE DOMINANT MIDDLE CLASS SOCIETY. To help him learn and interpret society's behaviors and participate in and use its social and helping institutions; to make the participant aware of available informational resources and services; to assist him to develop strategies to acquire information or services--this means helping the participant act rather than acting for him.

* TO BE AN EMPATHETIC FRIEND AND CONFIDANT TO THE PARTICIPANT. To allow him to voice his feelings and problems and clarify what might be improved and how he might improve it; to help him identify those needs which require satisfaction before others can be met; to help him articulate his needs for life coping skills based on his immediate situtation and needs; and to help him build self-confidence on a foundation of successful experiences.

* TO FACILITATE THE PARTICIPANT'S USE OF THE SYSTEM'S TELEVISION, HOME STUDY MATERIALS, RADIO AND TELEPHONE. To make the participant aware of these services and help him use them to learn and apply basic skills and life coping information.

HOME VISITOR QUALIFICATIONS

In order to accomplish these functions the home visitor must possess certain personal qualities and know the project's goals and resources thoroughly.

The question remains whether a professionally trained middle class person can bridge the gap between the participant and the dominant middle class society better than a nonprofessional who resembles the participant. There is much to recommend both in the role of home visitor. In any case, each would benefit from a careful examination of the other's life style.

The RFD project recruited and used paraprofessional home visitors acquainted with the life style of the disadvantaged because professionally trained and experienced persons were hard to find and prohibitively expensive. It was also felt that paraprofessionals could work more effectively with the target population.

RFD used eight half-time paraprofessional women (men refused to work half-time at the project's rate of pay) who were hired for nine months--four months of preparation and recruitment, and five months of implementation during which each one held weekly visits with six or seven participants. The visitors were supervised by three persons whose selection and use are described later.

Although RFD used a regular weekly visiting schedule, other projects may find a flexible schedule more appropriate. Other programs also may wish to evaluate participant needs and progress as visits continue, and reduce, interrupt, or terminate visits when the participant reaches a predetermined skill level. Individual home visits might also lead to group meetings once confidence is established and fears overcome. If full-time visitors are used, the workload would be 15-20 visits per week, depending on travel time.

BEST COPY AVAILABLE

Training of home visitors involved new learning and experiences. Vincent Amanna, associate director of field services, is at right.

SELECTING AND TRAINING HOME VISITORS

RFD selected its paraprofessional home visitors from persons recommended by social service agencies in the target area and through want ads and personal referrals. Screening was by personal interview during which the interviewer determined the individual's warmth, openness and friendliness, her ability to speak freely and express herself reasonably well, and the strength of her conviction that adults can learn. A high school diploma was a desirable but less important selection criterion.

The personal skills needed to achieve the project's objectives are essentially those needed for friendship: interest in and sensitivity to the other person, ability to listen attentively, empathy, and warmth.

Initial screening established that the visitors already possessed these skills to some degree, but a program of preservice and inservice training sensitized the visitors to their role of friend and reinforced their learning by applying their knowledge to real-life situations.

Training of professional persons as home visitors may resemble that for paraprofessionals if the home visitor is to be a friend, confidant and facilitator of learning. The professional and nonprofessional both enter training with similar levels of social skills in friendship formation.

The preservice training of home visitors consisted of cognitive learnings and an intensive field experience.

Their inservice training was the responsibility of the supervisors, who helped them resolve personal problems of relating to clients as well as helping them identify needs and resources to help the clients.

Information in training

To prepare for their home visits with clients the home visitors read and discussed publications in 10 subject areas on learning problems of undereducated adults and on the qualities of friendship and helping behavior. Copies of publications used during the field experience are available from RFD. The areas of study were:

A view of self

The nature of human needs

Poverty as a sub-cultural phenomenon

The impact of illiteracy upon the life of the individual

A definition of education adequate to the needs of the adult poor

The crucial conditions for learning

Sub-cultural differences in language development and the effectiveness of communication

Individual differences in learning style

Relationships between expectations and human performance

The nature of the helping relationship

As training progressed the home visitors frequently commented on their new awareness of the complexities of friendship and cited personal field experiences which reinforced what they had learned by reading.

Field Experience in Training

In addition to reading and discussion, the home visitors prepared for their visits to clients by going out into the community (1) to gain experience interacting with the community's formal and visible leadership and (2) to identify and recruit potential participants for inclusion in the project's treatment (visited) and control (nonvisited) groups.

Contacts with community leadership were important if home visitors were to fulfill their role as a bridge between the participant and the "establishment." The visitors had to feel at ease dealing with the "establishment." In their search for participants the home visitors first contacted officials and agency heads in the four-county target area who referred them to appropriate agencies and individuals. In this way they learned to discuss RFD and its objectives articulately with persons who were already informed and whose cooperation had been solicited earlier by project staff. They also learned how to interact with community leaders, institutions, and social service agencies.

The visitors used four criteria to select participants during recruitment: (1) an education below high school; (2) evidence of need for improving life coping skills; (3) potential of profiting from RFD and its home visits; and (4) willingness to receive weekly visits. At the conclusion of their training the home visitors had identified some 300 potential participants from which 100 were selected for treatment and control groups.

The RFD staff suggests that other programs begin as RFD did, giving a small field staff the opportunity to learn and practice its roles before serving as home visitors, and integrating additional staff into the existing structure as new participants are added.

Although the primary target population of the Wisconsin field test was the rural disadvantaged and undereducated adult, the experimenters found that urban areas contained many eligible participants as well. Population density became less significant to participation than the individual's needs. Participants were selected from rural and urban areas based on need and willingness to participate in the home visits.

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During visits the home visitor could direct attention to home-study materials of possible interest to the participant.

HOME VISITOR IMPLEMENTATION

The home visitors were charged with the general goal of being a friend, confidant and learning facilitator to their clients. Their experiences varied widely, depending on the needs of the particular client. The visitors kept notes on their experiences which indicate that they were determined to help the individual and were inventive in finding ways to do so. Their reports also indicate that they grew to like their clients and that this feeling was reciprocated.

During the field test the visitors encouraged the client's use of the print materials, television, radio, and telephone service. They helped the individual order materials and lugged videotape equipment to community centers in areas of poor reception.* They adjusted their schedules to those of the client and brought reading and math materials from RFD's resource bank, from home, from anywhere in response to the client's needs and interests. At times they simply chatted or helped with the children.

After the project had ended the home visitors agreed that the personal rewards of being a home visitor were great. Many felt this was the most significant and meaningful job they had ever had. Some continued to see their former clients on their own, an indication of the strong bonds that developed.

In one county the visitors were so successful that the area vocational-technical school hired them to continue their visits and expanded them to include other undereducated adults.

The project's paraprofessionals were not trained as social workers or psychologists. During their field experiences many of them realized their limitations as paraprofessionals. They encountered problems of alcoholism, mental illness, child neglect, overprotection, mental retardation, marital instability, and desertion in addition to problems connected with poverty such as malnutrition and inadequate heat, housing and clothing, and those connected with undereducation such as illiteracy and inability to get and hold a job.

Although they were not professional counselors, the home visitors tried to support the individual during times of personal stress, help him learn how to cope with adult responsibilities, and assist him in seeking professional community help in resolving his problems.

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* If a project uses home visitors and television programs, it should establish a television repair system to ensure that clients are able to receive the television shows.

BEST COPY AVAILABLE

The home visitor also could help the participant learn basic arithmetic and reading skills, using materials from RFD's resource bank.

FIELD SUPERVISORS

In addition to eight home visitors RFD employed three full-time supervisors. This ratio of visitors to supervisors was necessary in the RFD field test but in ongoing programs could be reduced. The field test suggests that the supervisor initially work with no more than three visitors and that additional visitors be added singly to a maximum of 10 as the supervisor gains knowledge and experience and as the project adds participants.

If a project uses professionally trained persons as home visitors, the number of visitors assigned to a supervisor may be increased because each visitor probably will require less encouragement and support during the project's early phases.

Because the field test explored a relatively new role for the paraprofessional, accessibility to the supervisor was essential to ensure that the paraprofessional received all the assistance and encouragement she needed in that new role.

Four criteria were used to select supervisors:

Academic preparation preferably at the graduate level in one or more fields of education and behavioral science.

Three or more years' experience as a teacher or practitioner in some form of education or social service with the undereducated and disadvantaged.

Experience in supervising the work of other professional or paraprofessional employees.

An intimate knowledge of the county in which the supervisory work would be done.

The major responsibilities of the supervisors were

(1) to ensure that the paraprofessional was able to relate new information to her preparatory experiences;

(2) to counsel and assist the home visitor in accomplishing the project's goals both during training and during visits;

(3) to assume a helping role in the life of the home visitor similar to that which the visitor was to assume with the participant; and

(4) to act as liaison between the home visitor and the project's central staff.

SOME PROBLEM AREAS

Home visit programs should be aware of four potential problem areas.

1. There is a possibility of loss of contact with a participant. If there is one trait that characterizes the life of the disadvantaged it is instability--psychosocial and physical (geographic). Family altercations and disruptions are frequent. Families also tend to move frequently and leave no forwarding address. These characteristics create problems for continuing the visits.

2. The presence of preschool children is often a serious distraction, especially if the mother is the participant and the time of the visit precludes the presence of older children or the husband to care for the children. The program may alleviate this problem if the home visitor brings one or two toys which the child has not seen before to distract him, permitting the mother to devote her attention to the visit. Careful selection of toys can be instructive for the child, and leaving a different toy for the child to play with between visits can extend this learning experience.

The Wisconsin field test wanted to alleviate the distractive problem of preschool children by having university students of early childhood education accompany home visitors as part of the student's field practicum, but this endeavor had to be abandoned because student and home visitor schedules did not correspond. Other programs may be able to use such students to improve the quality of the home visits.

3. The third problem uncovered by the Wisconsin field test was that of the "reluctant spouse." Several adults were willing to participate in the visits but were confronted by spouses who did not share their enthusiasm. Some of their reluctance was the result of deep suspicious about the program and disbelief that materials and services were free. Others felt threatened by the changes the program might produce in the spouse. Whatever the reason for reluctance it is important to secure the full cooperation of both marriage partners at the outset.

4. Patience is essential. In some cases it can take weeks or months of relatively superficial visits before barriers are surmounted and an effective relationship established.

INTERNAL EVALUATION

INTRODUCTION

INTRODUCTION

During the second year of RFD, the University of Wisconsin Psychometric Laboratory participated in the initial stages of the evaluation of the program. The evaluation work consisted of two major facets: (1) the development of materials to be used in the controlled experiment, and (2) a number of different attempts to obtain information about the program as the various facets were developed.

The controlled experiment was designed to obtain definitive information about the effects of the home-visitor component of the program. In the design of the evaluation, a strong emphasis was placed on the evaluation of the home-visitor component, because this was the component of the project that had the greatest cost per participant. Fortunately, it was also the component of the project that was possible to control, in the sense of specifying who would receive it and who would not. There is, of course, no reasonable way to control who receives the television broadcasts or the content materials that were advertised. It was, however, possible to design a true experiment for the evaluation of the home-visitor component.

In this experiment, subjects were randomly assigned to a treatment or control group, the treatment group members received home visitors and any other component of RFD that they requested and the control group did not receive home visitors but could watch the program or request materials. Because the use of evaluation experiments in the area of adult basic education is rare, if indeed not unknown, we have presented the rationale for it in

"The Case for Evaluation Experiments" beginning on page 114. Experimentation provides far better information than the traditional pretest-post test designs, and hopefully the RFD experiment will establish a precedent.

For the experiment to yield good information, it was necessary to have a set of measurement devices that assessed attainment of the RFD objectives and that had excellent psychometric characteristics. During the first year of the RFD project, available instruments for adult basic education projects were reviewed and found lacking. Therefore, a complete battery of instruments was developed. The development of these instruments and their psychometric characteristics are described in "Development of Evaluation Instruments" beginning on page 175. The complete battery consisted of an adult achievement test, WITABE with subtests for language, computation, and coping skills; an attitude scale, WIAAI with subtests for internal versus external locus of control and attitude toward learning; and a behavioral measure, "The World About Me." All measures were pre-tested on groups of appropriate adults and also on children in a rural school system at the appropriate grade levels. All tests, indeed even the subtests within each instrument, were demonstrated to have high reliabilities. In addition, all adults who were tested appeared to enjoy the experience; there was no apparent rejection of the format. (Quite understandably, some of the children who were tested did not know how to answer some of the questions; e.g. "Do you have a job?")

The battery of evaluation instruments was administered to the individuals in both the treatment and control groups in May and June of 1971. The analyses of these data have been part of the third year activities.

Some nonexperimental information was also gathered in the treatment group through the home-visitors. In a later section the material gathered from the home visitors is presented. The subjective reports of the home visitors, while far from "hard" information, is informative. Every home visitor agreed that working for RFD had been a rewarding experience; each one felt that both she and the participants with whom she had worked had profited from the program. While the home visitors also had many suggestions for changes in the program, all agreed that they would like to work again for a program like RFD. Their enthusiasm and commitment to the program was clearly evident and extremely impressive.

The second major aspect of the evaluation activity during the second year was a variety of attempts to gain information about the RFD materials and format as they were developed. Originally, it was thought that this information would be easily obtained. With great naivete it was proposed that experiments be conducted with available groups of subjects that were considered to be in some sense comparable to the target population, for example students in ABE classes in the vocational schools. In implementing this plan, however, it was quickly evident that such groups of subjects did not exist in the numbers that were necessary. ABE classes were very small in registered enrollment and whenever they were used in the evaluation, almost half of the students were absent. In a further attempt to obtain subjects, we offered to pay groups for every person who appeared. This proposal seemd to appeal to the groups approached, but again and again only a few people would appear at the scheduled session. This difficulty in luring people like those in the target population to a central location for any purpose seemed to substantiate the RFD claim that these people must be reached in their homes.

Because it was so difficult to get subjects to come to a central location for evaluation sessions, we expanded our design to include telephone interviews. Several different interview samples were used; people from the RFD participant file, samples from a rural phone directory, and a group of people who had been identified for RFD as potential participants. Reports of the group evaluation sessions and the phone surveys appear beginning on page 119.

No single piece of information in these reports is of any value alone, for the groups were small and often some of the participants had inappropriate educational levels; only when the same information appears a number of times do we begin to have confidence in its accuracy.

In spite of the weakness of individual pieces of the data, a number of general trends did emerge. Almost every person who was asked about RFD, whether in groups or on the phone, was enthusiastic about the program. People were amazingly uniform in their reports that they not only liked the RFD program,but they also had learned from it. Different people like different parts of the television program, but the Hints were a clear favorite of almost everyone.

After the Hints, the most frequently approved aspect of the program seemed to be the general atmosphere: many people commented that they liked the way Jim Mader ran the show, the rural aspects, the homey touch, etc. These comments were interpreted to mean that the general tone and style were liked.

INTERNAL EVALUATION

THE CASE FOR EVALUATION EXPERIMENTS

A common evaluation strategy in education is the pretest- post test design. This design includes the following steps:

1. Test the participants before they begin the program (pretest).
2. Apply the educational treatment.
3. Test the participants at the end of the treatment (post test).
4. Compare the pretest and post test scores to determine if there has been any change.

If any change occurs, it is assumed to be a result of the educational treatment. This strategy is basically fallacious and cannot lead to definitive statements about the effect of the treatment since it must be assumed that the treatment has caused any change. A researcher who adopts the pretest-post test design is required to assume precisely that which he should be trying to demonstrate.

Unfortunately, no information from the pretest-post test study can be used to support this basic assumption - that pretest to post test changes are caused by the educational treatment. The changes could be due to the mere passage of time and the concomitant development of the participants. This is an especially serious problem when the participants are children and the program lasts any appreciable period of time. When participants have volunteered or are self-selected into a program, as is the case with RFD, changes can be expected in participants without the program. It is likely that the people who sign up for a program like RFD have taken the first step toward changing: they have at least recognized and openly declared a need to change, and may already be in the process of changing on their own. Therefore, it is extremely likely that change will be observed from the pretest to the post test, but it may have occurred without the treatment. Another way the passage of time can affect change scores is that something may happen quite unrelated to the educational program that will improve participants' test scores. For example, a new movie may lead people to change regardless of their participation in the program. Or, a church or other civic organization may begin a similar program or begin a campaign to motivate change. All of these uncontrollable and many times unknown factors, unrelated to the program in question, can induce what may look like a change by the program, but would have occurred anyway.

A second major problem with the pretest-post test design is that the pretest itself may cause participants to change. By testing participants at the beginning of the program they will become alerted to the goals of the program. Simply taking the test and then thinking about it over time may be sufficient to bring about observed improvement on the post test. Because the pretest *per se* is not part of the treatment, the effect of the pretest cannot be attributed to the treatment.

A third problem with the pretest-post test design in a program like RFD is that the participants are likely to be distressed by any testing in the early stages of the program. As a result, some people may drop out of the program or not participate at all when they discover that the first activity is a test. At best, they may feel that their own improvement and growth is less important to the program staff than their pretest score.

In evaluation studies in general and particularly in the evaluation of RFD, we reject the pretest-post test design in favor of an experiment randomly assigning persons to a treatment and a control group. The first step is to define a pool of suitable subjects, some of which will be randomly assigned to the treatment or control conditions. In the case of RFD, acceptability was determined by the following three criteria: (1) the person must have been willing to participate in the program; (2) the person must have had suitable educational level as indicated by his application form and the judgment of the field staff; and (3) the person had to live within a reasonable distance of the home visitor's residence. Any person satisfying all of these criteria was included in the pool from which they were randomly* assigned to the treatment or control group. The treatment participants received the full RFD treatment with home visitors; the members of the control group were permitted to participate in the TV portion and receive home study materials, but they did not receive the home visitor. At the end of the program both groups were tested on all evaluation measures. Differences between the treatment and control groups were then a definitive measure of the effect of the treatment, in this case the home visitor.

Because both groups were tested at the same time using the exact same procedure, there was no possibility for the passage of time to bias the outcome of the experiment as is the case with the pretest-post test design. Because the groups were constructed by randomly assigning participants from the same pool, there could be, on the average, no systematic differences between the two groups. This enabled us to apply inferential statistical methods to the data in order to decide whether the treatment was superior to the control condition. We cannot tell how much individuals changed. But, this is a somewhat irrelevant question. We can determine how much change was caused by participation in the program. This is the information that is required in order to decide if the program was a success.

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*Randomly as used here is a technical term and does not mean haphazardly.

INTERNAL EVALUATION

GROUP EVALUATIONS OF TELEVISION TAPES AND CONTENT CENTER

In the original evaluation proposal, the TV tapes and content materials were to be evaluated by taking them to appropriate groups (similar to the target population) for experimental evaluation. Subjects were to be randomly assigned to a treatment group that saw the program or a control group that did not see the program and then both groups would be given an achievement test at the end to see if the treatment group had learned something from the program. Two factors led to a change in this strategy.

1. Appropriate groups of subjects were almost impossible to find and adequate numbers of subjects for experiments were simply not available. A number of ABE classes around the state were used, but the classes were usually small in their official enrollment and, on any given class day, about half the class was absent. Because the ABE classes were so disappointing, an attempt was made to arrange other groups. Several Head Start Parents Groups were approached. These groups were offered two dollars for each person who appeared at an evaluation session. The proposal was greeted with great enthusiasm as each group wanted to raise money for special projects. Nevertheless, no group was able to produce more than eight people at a session even counting the Head Start staff. (The difficulty that was encountered in getting target population people into a central location underscores the need for a program, like RFD, that goes to the participant in his home.)

2. The most valuable information obtained from the groups of subjects appeared to be the opinions about the program--what they liked and disliked. Since the programs were still in production, the suggestions of these groups could be incorporated into the later tapes.

Therefore, group sessions focused on general discussion of the TV tapes.

The data from these group discussions is presented in rather great detail. The reader should not be misled by the quantity of numbers into thinking that these reports contain definitive conclusions. In general, the groups were very small and often they consisted of several people who were too well educated to qualify for the target group. It is only when the same information appears consistently in different sources that it becomes convincing. The data are presented here in detail so that as future research is conducted the cumulative effect can be assessed.

On some points, the data were clear and consistent: (1) respondents were generally very favorably impressed by the content materials; (2) respondents consistently reported that they enjoyed the television programs and also that they had learned from them; (3) the Hints were widely considered to be a favorite part of the television programs.

Evaluation of Pilot Program # 7

The prototype tape was evaluated on October 9, 1970 with students attending Skill Development Center, Beloit. In all, fifteen students participated (ten males, and five females). Most of the students were relatively young (eighteen to thirty), but five students were over thirty. Approximately half of the students were black.

First, the tape was shown on video to all the students sitting together. They were told that this was to obtain their suggestions and to find out how relevant this material would be for them. After showing the tape, the students were divided into three groups with one member from the Psychometric Laboratory in each group. The students were asked to complete a two-page questionnaire (page 125). Then the group discussed the tape. General comments as well as comments with regard to each item shown on the tape were obtained during the informal group discussion.

General Comments

In general, the students were very enthusiastic about the tape. They seemed to enjoy watching it and appeared pleased to be asked for their opinions. (Of course the novelty of the event might account for a fair portion of the enthusiasm). Some students thought the tape was too jumpy and too many topics were covered in the time period. This reaction may have resulted from the fact that the transitions were technically weak on the tape.

The telephone number was incorrect in one place and Jim Mader put a letter into an envelope twice.

Some students did not realize that the telephone calls were toll-free. That information should be spoken as well as written.

Some students thought the screen-mending hint and the dry milk hint were commercials. The implications of this conclusion are not clear, but it possibly means that the information would be looked upon with skepticism.

Few students remembered that they had been told that they could send for additional materials, but sending for additional materials was not emphasized on the tape.

A number of additional topics were suggested: sports, political stories, current events, stories about other countries, more about social security, how to look for an apartment, balancing a budget, recipes, gardening, more hints, pollution, state and local government, world sports, world news, information on school subjects like science and history.

Comments Made on Specific Parts

Preparation of dry milk--It seemed to have little impact, maybe due to the fact that most of the students had made dry milk before. One student disagreed with the instructions and several suggested more complicated uses, such as the preparation of buttermilk.

On poisons--The responses were generally positive. Most students said that they knew that many household products were poisons, but that they had not realized how many. One student pointed out that "away from children" was not the only criterion for good storage--for example, gasoline should be stored away from fire.

Library--A number of students did not even remember this segment. When reminded of it, they agreed that libraries were good places, but one had the feeling that they were good for someone else. Several mentioned how important it was to teach children to use a library. The only personal commitment came from one student who said that you could go to the library to "look things up." One was given the impression that for these students "reading books" is a frivolous and childish activity. Perhaps RFD should stress the practical uses of the libraries.

Hog Raising--This section was irrelevant to these students. The students thought that this might be interesting to people who live on farms.

Boiling Spaghetti--It had a very positive response. Most of them had not heard of using oil to keep the spaghetti from boiling over, and said that they would try it in the future.

Mending Screens--Very positive response. They liked the idea and also the presentation.

Local Community Festivals--A mixed response. A number of students wondered why it was there--it did not seem to fit with the rest of the program. (Perhaps they should have been shown a map with the location marked, so that they realized that these were neighboring communities. On the other hand, the target population may know the communities.)

Action Line on Social Security--Received a very good response, but these students had studied a unit on social security. Some complained that they were not told anything. But others said that the message was clear-"get the facts."

TELEVISION PILOT EVALUATION QUESTIONNAIRE

Please answer the following questions so that the TV program in the future could be improved.

1. Are you a man 5 or woman 10 .
2. How old are you ____ .
3. How many children live with you ____ .
4. Was this TV show Bad 0 ; O.K. 6 ; Good 9 .
5. Were the words used in the TV show Easy 9 ; O.K. 6 ; Hard 0 .
6. Was this TV show Fun 2 ; O.K. 13 ; Dull 0 .
7. Will you be able to use something you saw on this show?
   Yes 9 ; Maybe 4 ; No 2 .
8. How did you like the festival stories? Bad 1 ; O.K. 4 ; Good 10 .
9. How did you like the music? Bad 0 ; O.K. 8 ; Good 7 .
10. How did you like the hints? Bad 1 ; O.K. 7 ; Good 7 .
11. Which did you like best? Festival 3 ; Hints 7 ; Music 5 .
12. Would you like to see more of these TV shows? Yes 9 ; Maybe 4 ; No 2 .

Notes:

#2 -- The actual ages given were 18, 21, 21, 22, 23, 24, 27, 28, 29, 29, 34, 40, 41, 44, 46.

#3 -- The actual answers were: 3 had no children living with them;
7 had 1 or 2 children;
3 had 3,4, or 5 children and
2 had 7 children.

#11 - All three who chose festival were over 40.

How long should you chill the milk so that it will taste best?

2 hours 3 ; 6 hours 3 ; 12 hours 7 .

What are the best kinds of hogs on today's market?

Lean 11 ; Red 2 ; Fat 0 .

Where is the best place to get hogs?

Grocery 0 ; Certified breeder 7 ; Farmer 6 .

Check some household poisons:

Mothballs	12	Insect poisons	11
Crayons	6	Medicines	11
Paint	12	Toys	1
Eggs	0	Scissors	3

Where is the best place to keep household poisons?

Under the sink ____; In a closet 2 (these two also checked high shelf)

On a high shelf 13 .

Evaluation of Tapes #2 and #4

Tapes #2 and #4 were taken to the Sun Prairie Head Start Parents Group meeting on February 1, 1971. We were expecting twenty-five to thirty parents and friends of parents to participate in the evaluation and we had arranged to pay the Head Start Parents Group $1.5C for each person who participated. Only nine people showed up and five of these were staff or relatives of staff. The educational level of the group was highly inappropriate: there were two with Bachelor's degrees and two more with Master's degrees. However, because we are arranging to add to our sample through other Head Start groups, we shall describe the procedure.

1. We arranged video tape equipment in two rooms of the Methodist Church Hall in Sun Prairie. Participants were randomly assigned to one of the two groups and they were then shown either tape #2 or tape #4.

2. After the tape viewing, all participants were asked to answer achievement paper-and-pencil items. These items were based on both tapes. The intent was to demonstrate that those who saw tape #2 scored significantly better on those items, while those who saw tape #4 scored better on the other items.

3. After completing the short tape-specific achievement test, participants were arranged in groups of four or five to participate in a structured group discussion of the tape. In the discussion they were asked general questions first and then they were asked about each of the major parts of the tape.

4. In addition to the tape-specific items, we asked all participants to complete the three parts of our general adult achievement scale, our measure of internal vs. external locus of control, and some of our behavioral items. These last instruments were administered to obtain information for scale refinement.

Results

There were not enough participants to make the achievement date interpretable, but the scores are presented in Table 1. Although the differences are small, they are at least in the expected direction.

The group discussions must be interpreted in light of the size and composition of the groups.

Tape #4: Participants were four females between the ages of twenty-four and forty-five. Three of the four had college degrees (two had Master's), the fourth, a thirty-two year old, had a grade eleven education.

What did you like best?	Household hints, the story about Blackhawk, the way they had children in there.
What did you like least?	The history part--the way they used the paintings-and they didn't connect it to Madison. The Uncle Sam part was too contrived.
How would you change it?	Make it not stilted. They are trying too hard for an effect.

Did you like the puppet? The woman with the grade 11 education thought the puppet was great. The other three thought (1) that the segment was O.K., but too long; (2) a bit much like Sesame Street; (3) amusing but too drawn out.

General comments: Once again the greatest enthusiasm was shown for the hints. In Blackhawk, like the festival section, there seemed to be a need to show a map with the location of these places. It is amazing how provincial even this well educated group is.

Specific comments:

Huntley interview: Interesting, but all had heard him make these points before.

Poisons: Good, learned things.

Uncle Sam: Interesting, but stilted.

Blackhawk: Not enough facts, made us want to get more information, should be related to local history (apparently, the segment achieved the desired purpose--it aroused interest.) There seemed to be a need to show maps--these people did not know that Sauk City was nearby.

Shopping Puppet: Entertaining, too long.

Jim Mader: Three liked him a lot, one did not like him--thought he was too folksy.

Tape #2: Participants were five people (three males and two females). The age range was twenty-eight to thirty-seven years. Except one lady, no one knew about the RFD program before.

For discussion purposes, we asked for their overall opinion as well as their opinion about (1) talk with Eddie Albert; (2) legal rights; (3) wildlife; (4) festivals; (5) meaning of friendship; (6) hints.

The best liked item was "hints" -- safety precaution with car, using nail polish in thread loop, extra storage space, avoiding car window fogging. All respondents gave a very high positive response. They also liked the music of the program and its presentation very much and also Jim Mader.

The least liked item was "New Glarus Festival." Three people would not like to see it in such a program and two had no opinions. They said that this item had no beginning or end. The presentation was also not good.

Talk with Eddie Albert: Was liked in general. One said that he gave only his point of view. A discussion giving the other side would have been better. Others said that the term "organic" is misleading. Organic things may not always be good, e.g., amonia is harmful.

Legal Rights: A very positive response. Comment was that everyone should know these things. One wanted to have more details, but others said it is for the individual to find things according to what he needs.

Wildlife: Response was neutral. They were more interested in how the wildlife could be of use rather than being told that they are of use. They wanted more details of usage of wildlife.

Meaning of Friendship: They thought it was "cute." A good "yes" response.

TABLE 1

Mean Scores

	Exposed to #4	Exposed to #2
Items from #4	3.75	2.60
Items from #2	3.50	3.80

Evaluation of Tape #6

Tape #6 was shown on February 8, 1971 to six people belonging to the Head Start Parent Group at Sun Prairie. All of the participants were women with the age ranging from thirty to forty-six years. Four of these had completed their education up to high school and two had two years of college education. Two of the women had participated earlier in the evaulation of tapes #2 and #4.

The tape was shown to the whole group. They were then asked to respond on general questions about the tape.
Their responses to questions asked were as follows:

1. Was this TV show Bad 0 ; O.K. 4 ; Good 2 .
2. Were the words used in this show Easy 4 ; O.K. 2 ; Hard 0 .
3. Was this TV show Fun 0 ; O.K. 6 ; Dull 0 .
4. Will you use something you saw on this show?
   Yes 6 ; Maybe 0 ; No 0 .
5. Would you like to see more of these shows?
   Yes 6 ; Maybe 0 ; No 0 .
6. What did you like best? Talk with children about "happiness" was the most liked and then "hints," sugar in salt shaker, waxing the snow shovel.
7. What did you like least? Four respondents had nothing to say. One did not like "cartoon" and another remarked "estate settlement information."
8. How would you change it? By having more household hints, visit to more interesting places, having more about children.

After getting responses to the general evaluation sheet, an informal discussion was held to solicit opinions about individual items. The following comments were made:

Ray Beckman: Two persons were already exposed to the idea of conservation. The idea of conservation was generally appreciated and efforts of Beckman praised. One person did not understand what it was. Wanted more information on how to proceed to get a conservation project done.

Children - on "Happiness:" This had a high positive response of likableness. To one it made her think about her own children. Another heard and watched children like this for the first time. Wanted more ideas (like bird feeder) for things children could do.

Puppet on Credit Card: A neutral group response was observed. One said it was oversimplified for an adult. Information was useful.

Estate Information: This portion was not liked in general. First, it had no relevance for them. As far as information presented, he (the president of the First National Bank) did not say anything. "Of course," one said, we have come to know that the law will change on April 1."

Hints: (a) Sugar in salt shaker, (b) waxing the snow shovel, (c) egg beater used for mixing paint--were some of the most liked items of the show. The hints (a) and (b) were very positively taken and most of them said that they will try it. The idea of using an egg beater was not much appreciated. One said that it might be hard to do.

General: A scenic pattern interposed between the various parts was not appreciated. It did not mean much in black and white.

Report on Content Material

The content material "About Me and My Money," Part I: "About My Home" was taken to Sun Prairie Head Start Parents Group on February 8, 1971. The group composition was the same as for the evaluation of tape #4. The content material was given for their evaluation after the task of evaluating the tape was completed.

The following pamphlets were given to each member of the group:

- Health, Safety and Sanitation
- Emergency First Aid I
    - Bulletin 3D1-1
- Home First Aid 2
    - Bulletin 3D2-1
- Home Safety Plan 3
    - Bulletin 3D3-1
- Knowing the Signs of Illness 4
    - Bulletin 3D4-1
- Home Sanitation 5
    - Bulletin 3D5-1

They were asked to go through the materials and decide whether the materials were readable, understandable, believable and relevant. They took about thirty minutes to go through the materials. The frequency of responses were as follows:

1. What is the ease of reading?

too difficult	somewhat difficult	generally readable	too easy	talking down
0	0	6	0	0

2. What is the ease of understanding the content?

very clear	understandable	generally clear	not clear	confused
4	1	1	0	0

3. What is the believability level of content?

strongly believable	very believable	generally believable	somewhat believable	not believable
0	2	4	0	0

4. What is the relevance of the context?

can use immediately	can use later	generally usable	use questionable	will not be used
1	0	5	0	0

General: They commented that almost all the information was very good and usable in day to day life.

Evaluation of Tape #7

Tape #7 was taken to the Sun Prairie Head Start Parents Group meeting on February 8, 1971. Five people showed up, all of whom were women. Their ages ranged from twenty-eight through forty-five years. The average number of years of schooling for the group was thirteen years.

The tape was shown to the group. Their frequency of response on general statements of the evaluation sheet were as follows:

1. Was this TV show Bad 0 ; O.K. 1 ; Good 4 .
2. Were the words used in this TV show Easy 4 ; O.K. 0 ; Hard 0 .
3. Was this TV show Fun 2 ; O.K. 3 ; Dull 0 .
4. (a) Will you use something you saw on this show?
   Yes 3 ; Maybe 2 ; No 0 .
   (b) What will you use? Baking mix, grease pencil, driving tip.
5. Would you like to see more of these TV shows?
   Yes 4 ; Maybe 1 ; No 0 .
6. What did you like most? Baking tip 1 ; Driving tip 1 ;
   Edsel 1 ; Irene Ryan 1 .
7. What did you like least? Scholarship guy.

After filling out the general evaluation sheet, a group discussion was held by the participants to evaluate the tape, part by part as well as an overall impact on the audience.

Celebrity: Irene Ryan--It was thought to be a good start. It was entertaining, rather than informative.

Puppet: Edsel--Most took this part very favorably and were able to relate it to their home life meaningfully.

Those who watched earlier shows thought this puppet representation better than any of the previous ones. However, one in the group thought it below the level of an adult to take information from a puppet.

Environment: Senator Nelson--Message did not seem to reach anyone in the group. One commented "Proxmire didn't have much to say."

Home Nursing: Only one positive response, the rest of the group being neutral.

Scholorship Aid: It was considered to give useful information, but the presentation was not appreciated.

Recipe: Master mix--Two had made similar things already. A generally favorable response.

Hints: Grease pencil--Was not too well received.
Driving in fog--Was considered good.

General: Of the two who saw earlier shows, one used the Action Line and made a deal with her kids to watch RFD. The other sent for the written materials.

There was nothing in the show that was not liked in general.

Report on Content Materials - The Joy of Good Food

The content material "Joy of Good Food" was evaluated with the same group of Head Start Parents Group as for the preliminary evaluation of tape #7. The material was distributed to each member of the group. They were asked to leaf through the material and give their responses, especially to Unit #1.

Most of them found the game interesting enough to play. They affirmed that they could use the game placemat as a menu planner for meals for a whole week. It was considered a good way to get out of a rut.

The responses to the evaluation sheet were as follows:

1. What is the ease of reading?

too difficult	somewhat difficult	generally readable	too easy	talking down
0	0	4	0	0

2. What is the ease of understanding?

very clear	understandable	generally clear	not clear	confused
3	0	1	0	0

3. What is the believability level of the content?

strongly believable	very believable	generally believable	somewhat believable	not believable
2	1	1	0	0

4. What is the relevance of the content?

can use immediately	can use later	generally usable	use questionable	will not use
4	0	0	0	0

General comments: Very good and useful information, very interesting and educational, information pertains to my job as a cook and very good indeed.

Evaluation Report on Program #8

On March 3, 1971 ten women who belong to the Parent Group of the Mazomanie Head Start Program were shown the RFD tape #8. This group of women (all white) ranged in age from twenty-eight to fifty-one years and ranged in formal education from the eighth grade to the second year of college. Seven of the women were currently Head Start parents, two were Head Start teachers (and had once been Head Start parents themselves) and the tenth was the Parent Worker.

After showing the tape they were asked to respond on our General Tape Evaluation Questionnaire. The responses were as follows:

1. Was this TV show Bad 0 ; O.K. 5 ; Good 5 .
2. Were the words used in this TV show Easy 10 ; O.K. 0 ; Hard 0
3. Was this TV show Fun 6 ; O.K. 3 ; Dull 0 .
4. Will you use something you saw on this show? Yes 7 ; Maybe 2 ; No 0 .
5. What did you like most? Montgomery's advice 2 ; Camping outdoors 4 ; Hints 2 ; Idea about antiques 1 .
6. What did you like least? Seven people left the item unanswered. Three did not like the selection of song for the music.

A group discussion was held later to obtain reactions to various parts of the program and to invite their free comments.

Goose Island Ramblers: (local music group) People were generally happy to see the Ramblers on the show, but did not like the selection of the song by them. Two of them said that they would prefer more quiet and relaxing music.

Treasure Shop: (antiques) Three or four in the group were very much appreciative of the idea. In general this part of the show gave favorable comments. Several gave other ideas of household things which can be converted into valuable antiques.

Leisure and Recreation: This part was very much liked by almost the entire group, particularly because it showed a happy family cooperating. However, parts of it were hard to see because they were night scenes and Nature doesn't show up very well on black and white TV.

Charlotte Montgomery: Her suggestions were liked in general. Some said comments were "very useful" and that they had "learned something." One person showed a desire to have her own copy of Montgomery's book because it had ideas for entertaining children.

Hints: Three indicated that they would try removing crayon off vinyl. Two indicated that they would use the hint about washing walls. The idea about cleaning of glasses was liked in general, but one remarked that the method didn't work.

General: These people responded with notable enthusiasm to all of the parts of the show except for the selection of the music by the Goose Island Ramblers. Several expressed appreciation of the variety and the lack of the commercials in the program. One said she liked the "point of view." Two of the women have been watching this show almost regularly. (An RFD home visitor is currently visiting one of these women.) Some said they were having difficulty in receiving Channel 21 on their television sets, but if it weren't for that they would like to watch the show. Several indicated that more publicity of the program timings was needed.

INTERNAL EVALUATION

RFD TELEPHONE SURVEY REPORT - PARTICIPANTS

To gain information about who was responding to RFD and what they liked about the program during the 9th through 12th weeks, a random sample of 175 names was drawn from the total participants' list of 2,934 individuals. The total list consisted of persons who in some way communicated with RFD -- they requested materials, wrote letters regarding the program, called the Action Line, etc.

Of the 175 names, 90 were reached by telephone. Telephone calls were made primarily in the evening between 7 and 9 P.M. as this was found to be the best time for responses. People who were not reached on the first call were called again at least twice.

Each phone interview followed the same format:

1. The interviewer introduced himself as being from the University of Wisconsin calling about RFD.
2. The interviewer asked whether the respondent had ever seen RFD, and if so, how often.
3. If the respondent had seen RFD he was asked if he had seen the current or previous week's program.
4. If the respondent had seen a current program, he was asked about each segment.
5. If the respondent had seen any programs, he was asked what he liked best and what he liked least.
6. The respondent was asked if he was willing to participate in a mail survey about each program.
7. Finally, the respondent was asked his age and educational level. This was approached by stating that the interviewer wanted to ask some personal questions and the respondent could refuse to answer but "we are very

interested in knowing who is watching our program."
This approach seemed to be very effective because 77 of the 90 people gave us their ages.

Of these 175 people, 90 were actually reached by telephone. Seventy-two were female and 16 male. Two people failed to designate their sex.

Seventy-seven people gave their age and for them the average age was 45 years. Thirteen did not give their age, but six of these were judged to be over sixty.

With respect to education, forty-seven had finished high school, twenty had their Bachelor's degree, nine had completed the 8th grade, one each had completed the 9th grade, 10th grade, 1 and 3 years of college. One person had a Master's degree and one was an R.N. Eight people did not answer this question.

In response to the mail survey question, ten people answered NO and seventy-four answered YES. Six people did not answer this question.

With respect to the previous week's program, fifty-five people said they had not seen the previous week's program, thirty-three said that they had watched it and 2 did not answer this question.

In answer to how often they watched RFD, the response frequencies for these ninety people were as follows:

Every week	35
Often	17
Occasionally	10
Twice	15

Once	10
Never	3

Ninth TV Program:

Of 30 people selected for telephone questioning about the March 3 RFD program, 24 were contacted between March 7 and March 13. One-fourth of those contacted were male and three-fourths female. Their ages ranged from 21 to 67 or more years, with a mean age of 43 years. The educational range was from 8th grade to a Master's degree, with the heaviest concentration (13 Ss) at the high school level. Five people had a Bachelor's degree and most had some education (college or vocational) beyond high school.

Twenty-one responded "yes" to the mail survey question, one responded "no" and two did not answer the question. Seventeen out of the twenty-four had not watched RFD the previous week. Half of the people said, however, that they watched most or all of the time. The others had watched never (1), once (3), twice (5), and occasionally (3). The people who watched regularly were most enthusiastic about Jim Mader and the "Hints." There was some indication, however, that the hints came too fast or were sometimes difficult to follow. The informal rural aspect of the program was appreciated. These people also liked the Action Line, recipe contest, economic suggestions, and stories about Wisconsin. Many would like to see more on pollution, but did not like or understand the "junkyards" segment.

There appeared to be no general dislikes or explanation for the infrequent viewers.

Tenth TV Program:

Between March 15 and March 20, 28 people were contacted for a telephone interview about the RFD program. Of these people, 22 were female and 6 were male. Their ages ranged from 16 to 70 years, with a mean age of 46 years. Four had finished college, 19 high school, 1 the 10th grade and 3 the 8th grade, and one person did not answer the question. In answer to the mail survey question, 23 responded "yes" and 4 "no." Twelve said they had watched RFD the previous week and sixteen said they had not seen it. These people tended to be frequent RFD viewers, more than half watching occasionally to every week: every week (13), often (2), occasionally (7), once or twice (6).

Most popular by far with these people was the history of Wisconsin part of the show. They liked Jim Mader, the Action Line, and RFD in general.

Some people would like to see the program be more rural, deal with farming problems and child care. Others would like more pure entertainment. They were not especially impressed with the celebrities interviewed. Edsel was disliked and there were complaints of too much junk mail.

Eleventh and Twelfth TV Programs:

From a list of 76 home study participants, 38 were contacted for a telephone survey about the March 15 and March 22 RFD programs. Contact was made between March 24 and April 6. There were 33 females and 5 males in the group. Their ages ranged from 16 to 75 years, with a mean age of 41. Six people had completed school through the 8th grade, 1 through the 9th grade, 15 through high school and 11 were college graduates, and 5 people did not answer. Twenty-five watched the RFD program often or every week. Thirteen were infrequent or occasional viewers. Twenty-two had not seen RFD the previous week, but 16 had. Thirty responded "yes" to the mail survey question and five responded "no."

Once again, Jim Mader, "Hints," "Action Line," the bulletin and economic suggestions were much appreciated. The chicken recipe was tried and said to be "good." Johnny Cash was liked. The Henry Darrow interview was considered "fine," although some interviews "are not too good." The logging film (history of Wisconsin) was "excellent," giving a "nice perspective of something you never considered before." People liked the part on buying hogs because it was appropriate to their interests. In general, they thought the program and literature were good; "good program because it responds to the wishes of the people."

The non-watchers were disinterested and without any specific suggestions or complaints.

Regular viewers who generally liked the program had some suggestions and criticisms. A few mentioned that the "first program was best." Many complained that the "Hints" and interviews went too fast and were thus difficult to follow. They would prefer to see local people interviewed. The "greasing pan" hint was not considered very valuable and Edsel is popular only with children. The viewers would like more on the show for men, more details pertaining to farming, more about Wisconsin (e.g., Green County, summer vacation spots,) some short-cut hints on sewing and cleaning, and more music for relaxation and entertainment. Many people would like to learn about "nutrition for children and losing weight for old people." It was also suggested that some recipes be aimed at younger people to teach teenagers to prepare food for the family.

INTERNAL EVALUATION

RFD TELEPHONE SURVEY REPORT - TARGET POPULATION

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Early in the Fall of 1970 the RFD Staff approached community leaders and social service agencies to develop a list of potential RFD participants. From this list of approximately 350 people, individuals were randomly selected for telephone interviews.

Of sixty people selected from the target population for telephone questioning about the 16th TV program, fifty-nine were contacted. Four people (male) had no opinion to give because they had not seen enough of the program or simply did not want to give an opinion. The most impressive finding was that forty-one (eleven female, thirty male) had not seen the show at all.

Six people (three female, three male), however, had watched the RFD program. Their ages ranged from thirty-eight to fifty-three years, with a mean age of 46.4 years. Four of these people had completed the eighth grade, one had completed the seventh grade, and one had completed high school. The response to the mail survey question was four "yes" and two "no." Only one person said she had seen the show the previous week although four (two female, two male) indicated that they watched regularly. Another person said he tried to watch RFD "often," and the last said she watched "occasionally."

There was some dislike of Edsel and a criticism of the suggestions pertaining to money. People were offended by the belittling attitude. In general, all six people liked the program. Specific appreciation of Jim Mader, Wisconsin history, and the interviews with "stars" was mentioned.

Suggested changes in the show were to have more recipes, music, self-help, hints and suggestions, demonstrations for self-improvement, projects to improve family life, something on community development, and to cover fewer topics at a slower pace.

INTERNAL EVALUATION

RFD TELEPHONE SURVEY REPORT - RANDOM SELECTION

After 17 programs, in May of 1971, a telephone survey was made to elicit opinions of the RFD television program. Every tenth number from the 924 (Barneveld, Ridgeway) and 935 (Dodgeville) exchanges of the Iowa County telephone book was called. From a total of 108 persons called, the frequency of response was as follows:

Have you ever watched RFD?

NO ANSWER (not home, line busy, line disconnected)	29
No, not interested	4
No, but interested	1
No, never heard or read of RFD	2
No, but has heard or read of it	5
No, does not get Channel 21	2
No, does not have a TV	1
No	44
TOTAL NO	88
TOTAL YES	20

How often have you watched RFD?

All the time	3
Very often	3
Three or four times	9
A couple of times	4

(One person did not answer this question)

Do you think it is a good program?

Excellent	3
Good	13
Fair	4
Poor	0

What did you like best?

Recipes	7
General tone, informality, variety	6
Household hints	6
History of Wisconsin	3
Interviews	3
Farm suggestions	2
Jim Mader	1
Shirley Young	1
Household management	1

What did you like least?

No complaints	16
Puppet	2
Interviews	2

Age: Ranged from 23 to 76 years

Average age: 49.2 years

Five people did not give their age, but three of these were judged by the interviewer to be "very old." This would make the average age somewhat higher than 49.2.

Last grade completed in school:	8th grade	7
	High school	9
	No answer	4

General comments: just good, anything I don't like, I turn off. Generally very good -- educational. Whole thing is interesting, real good the way it is.

INTERNAL EVALUATION

TELEPHONE SURVEYS
CONDUCTED BY THE WISCONSIN SURVEY RESEARCH LABORATORY

Wisconsin Survey Research Lab Report on the RFD TV Program

During the first, tenth, and fifteenth weeks of the RFD television show, the Wisconsin Survey Research Laboratory conducted telephone surveys to ascertain audience characteristics and response. Two surveys were devoted exclusively to RFD. The third was part of a survey on Channel 21 programming.

Surveys conducted during the program's first and tenth week used identical procedures. Calls were made during the RFD telecast on four different days of the week. At these times the program was competing for viewers with three commercial television stations.

Data for the first week of the RFD show are in three parts--urban, rural, and combined urban-rural populations. Data for the tenth week are combined. The selection probability (sampling rate) for the urban population was half that for the rural population. Percentage estimates for the entire (rural and urban) Madison area (P_c) were made by doubling the percentage for the population (P_u), adding the percentage for the rural population (P_r) and dividing it all by three.

$$\frac{2P_u + P_r}{3} = P_c$$

First Week Data

Data from the first week's survey indicate the total numbers of persons watching television and those watching RFD by age and rural and urban residence.

Interviewers called 2,226 homes---426 rural and 1,800 urban. In rural homes, 28.8 percent of the respondents had at least one television set on, and 7.3 percent of those were watching RFD. In urban homes, 25.5 percent had at least one television set on, and 8.7 percent of those were watching RFD.

These percentages are remarkably high, considering that the calls were made during all four programs and that RFD was competing with three commerical networks. It is probably unrealistic to assume that the RFD viewers on each of the four days did not overlap, but if this assumption is made, 26.1 percent of the rural viewers and 27.6 percent of the urban viewers watched RFD one time during the week.

Ages of the 67 persons in 48 households who were watching RFD during its first week survey also are summarized. Fifty-one (51) of the 67 were over age 18.

Tenth Week Data

The tenth week survey followed the same procedure as that of the first week. Data presented here exclude age and urban-rural separation.

Interviewers called 2,080 homes. Of these, 25.6 percent had a television set on, and 6.6. percent of those were watching RFD. Those who were watching RFD were asked how often they watched the program; all said at least once a week. Of those who did not have a television set on, 25.0 percent said they or someone in their family had seen RFD, and 30 percent of these respondents said they saw it at least once a week.

Fifteenth Week Data

In the fifteenth week survey, 505 respondents were asked questions about Channel 21's programming, several of which dealt with RFD. A total of 118 respondents, or 23.3 percent, said they had seen RFD. Of these, 14.4 percent thought the programs were "excellent," 69.5 percent "good," and 13.6 percent "fair." No one indicated they were "poor."

Discussion of Results

During the first week, 426 rural homes and 1,800 urban homes were called while RFD was on the air. In the rural homes, 28.8 percent had at least one television set on and 7.3 percent of these were watching RFD. In the urban homes, 25.5 percent of the homes had at least one television set on and 8.7 percent of these were watching Channel 21. Considering that the calls were made during all four programs, when RFD was competing against four different programs on other channels, the percentages are remarkably high for a program of this type. If we assume that the RFD viewers on each of the four days were totally different people and that the viewers of the other channels were the same people, then 24.0 percent of the rural viewers and 27.6 percent of the urban viewers were watching Channel 21. The assumptions required for this last statement are, of course, unrealistic, and on the high side but the conclusion shows the effect of having multiple broadcasts.*

---

* Combining viewership of both rural and urban homes, 2,226 random calls were made. Of these, 26.1 percent had at least one television set on and 8.4 percent of these were watching Channel 21 while RFD was on the air. Considering the multiple broadcast effect, 26.5 percent of the sets in use were tuned to RFD during the week.

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During the tenth week, 2,080 homes were called. Of these 25.6 percent had a television on and 2.1 percent of these were watching Channel 21. Considering the multiple broadcast effect, 8.3 percent were watching Channel 21 while RFD was on the air. Those who were watching Channel 21 were asked how often they watched RFD and all said once a week or more. Of those who did not have a television on, 25.6 percent said that they or someone in their family had seen RFD at least once. Of those who had seen at least one program, 30 percent said they saw it once a week or more.

In the Madison Vote-In survey administered during the fifteenth week of RFD broadcasts 505 respondents were asked a number of questions about Channel 21 programming. Asked if they had seen any of the RFD programs, 23.3 percent said they had. Those who had seen RFD programs were asked if they were "excellent," "good," "fair," or "poor." 14.4 percent said "excellent," 69.5 percent said "good," 13.6 percent said "fair," no one said "poor," and 2.5 percent did not respond to the question. 83.9 percent indicated the program was "good" or "excellent."

RFD TV PROGRAM SURVEY

FIRST WEEK

Q 1. I'm with the Survey Research Lab and we're doing a TV study. Do you have a TV set on, now?

	Rural		Urban		Rural & Urban	
	N	%	N	%	N	%
Yes	123	28.8	460	25.5	583	26.1
No	145	34.0	620	34.4	765	34.3
No TV set	1	.2	24	1.3	25	1.1
No answer	157	36.8	696	38.6	853	38.3
Totals	426	100.0	1,800	100.0	2,226	100.0

Q 2. How many people from your household are watching?

	Rural		Urban		Rural & Urban	
	N	%	N	%	N	%
None	8	1.8	22	1.2	30	1.3
One	46	10.7	192	10.6	238	10.6
Two	35	8.2	142	7.8	177	7.9
Three	22	5.1	46	2.5	68	3.0
Four	8	1.8	34	1.8	42	1.8
Five	3	.7	12	.6	15	.6
Six	0	.0	6	.3	6	.2
Seven or more	0	.0	4	.2	4	.1
Inappropriate	303	71.1	1,340	74.4	1,643	73.8
Not Ascertained	1	.2	2	.1	3	.1
Totals	426	100.0	1,800	100.0	2,226	100.0

Q 3. What Channel is it tuned to? (set No. 1)

	Rural		Urban		Rural & Urban	
	N	%	N	%	N	%
Channel 3 (CBS)	44	10.3	188	10.4	232	10.4
Channel 15 (NBC)	24	5.6	118	6.5	142	6.3
Channel 21 (WHA)	8	1.8	40	2.2	48	2.1
Channel 27 (ABC)	34	7.9	108	6.0	142	6.3
Channel 13	7	1.6	0	.0	7	.3
Inappropriate	303	71.1	1,340	74.4	1,643	73.8
Not ascertained	6	1.4	6	.3	12	.5
Total	426	100.0	1,800	100.0	2,226	100.0

What Channel is it tuned to? (set No. 2)

	Rural		Urban		Rural & Urban	
	N	%	N	%	N	%
Channel 3 (CBS)	2	.4	0	.0	2	.0
Channel 15 (NBC)	0	.0	2	.1	2	.0
Channel 21 (WHA)	1	.2	0	.0	1	.0
Channel 27 (ABC)	0	.0	4	.2	4	.1
Channel 13	0	.0	0	.0	0	.0
Inappropriate	422	99.0	1,792	99.5	2,214	99.4
Not ascertained	1	.2	2	.1	3	.1
Total	426	100.0	1,800	100.0	2,226	100.0

Q 4. Could you tell me the approximate age (s) of those from your household who are watching? (all persons, all sets)

	Rural		Urban		Rural & Urban	
	N	%	N	%	N	%
Less than 16 years	100	42.6	310	36.1	410	38.4
16-25	31	13.2	170	19.8	201	18.4
26-35	21	8.9	106	12.4	127	11.6
36-45	14	6.0	58	6.8	72	6.6
46-55	17	7.2	72	8.4	89	8.1
56-65	21	8.9	60	7.1	81	7.4
66 and older	24	10.2	42	4.9	66	6.0
Not ascertained	7	3.0	40	4.6	47	4.2
Total	235	100.0	858	100.0	1,093	100.0

Data from Q 2 & Q 4 for those individuals, both rural and urban, who were watching Channel 21 (N = 48) follow:

Q 2. How many people from your household are watching?

	Rural and Urban	
	N	%
One	32	66.6
Two	11	22.9
Three	3	6.2
Four	2	4.1
Total	48	100.0

Q 4. Could you tell me the approximate age(s) of those from your household who are watching? (all persons)

	Rural and Urban	
	N	%
Less than 16 years	13	18.3
16-25	8	11.3
26-35	17	23.9
36-45	8	18.3
46-55	3	4.2
56-65	7	9.8
66 and older	11	15.5
Not ascertained	4	5.6
Total	71	100.0

RFD TV PROGRAM SURVEY

TENTH WEEK

Q 1. I'm with the Survey Research Lab and we're doing a TV study. Do you have a TV set on, now?

	N	%
Yes	533	25.6
No	649	31.2
No television set	14	.6
No answer	884	42.5
Total	2,080	100.0

Q 1A. Has anyone in your household ever watched the RFD program?

	N	%
Yes	166	25.0
No	444	67.0
Don't know	46	6.9
Not ascertained	7	1.1
Total	663	100.0

Q 1B. About how often?

	N	%
Once a week or more	49	29.5
Three times a month	2	1.2
Twice a month	17	10.2
Once a month	11	6.6
Less than once a month	83	50.0
Not ascertained	4	2.4
Total	166	100.0

Q 2. How many people from your household are watching?

	N	%
None	30	1.4
One	248	11.9
Two	174	8.3
Three	48	2.3
Four	14	.6
Five	10	.4
Six	2	.0
Inappropriate	1,546	74.3
Not ascertained	8	.3
Total	2,080	100.0

Q 3. What Channel or program is being watched? (set No. 1)

	N	%
Channel 3 (CBS)	228	10.9
Channel 15(NBC)	122	5.8
Channel 21(WHA)	11	.5
Channel 27(ABC)	144	6.9
Channel 13	1	.0
Inappropriate	1,546	74.3
Not ascertained	28	1.3
Total	2,080	100.0

What Channel or program is being watched? (set No.2)

	N	%
Channel 3 (CBS)	1	.0
Channel 15 (NBC)	0	.0
Channel 21 (WHA)	0	.0
Channel 27 (ABC)	2	.0
Channel 13	0	.0
Inappropriate	2,062	99.1
Not ascertained	15	.7
Total	2,080	100.0

Q 3 A. About how often does someone in your household watch the RFD program

	N	%
About once a week or more	11	.5
Inappropriate	2,057	98.8
Not ascertained	12	.5
Total	2,080	100.0

Q 3B. Has anyone in your household ever watched the RFD program?

	N	%
Yes	139	6.6
No	337	16.2
Don't know	34	1.6
Inappropriate	1,557	74.8
Not ascertained	13	0.6
Total	2,080	100.0

Q 3C. About how often?

	N	%
Once a week or more	59	42.4
Three times a month	6	4.3
Twice a month	5	3.6
Once a month	20	14.4
Less than once a month	48	34.5
Not ascertained	1	0.9
Total	139	100.0

Q 4. Could you tell me the exact age(s) of those from your household who are watching Channel ______.

	All persons, Channel 21		All persons, all other channels	
	N	%*	N	%*
Less than 16 years	5	0.6	294	36.2
16-25	6	0.7	142	17.5
26-35	0	0.0	116	14.3
36-45	0	0.0	54	6.6
46-55	1	0.1	70	8.6
56-65	3	0.4	62	7.6
66 and older	3	0.4	57	7.0
Total	18	2.2	795	97.8

* % of all persons watching any channel

RFD TV PROGRAM SURVEY - FIFTEENTH WEEK

Q 5. Channel 21 frequently repeats showings of programs on alternate viewing times. Do you feel this is done too much? That it is a good idea as is? Or that it should be done more often?

	N	%
Too much	28	5.5
Good as is	243	48.1
More often	21	4.1
Don't know	105	20.7
Inappropriate	108	21.3
Not ascertained	0	0.0
Total	505	100.0

Q 6. Have you seen any of the programs on the channel 21 RFD series?

	N	%
Yes	118	23.3
No	269	53.2
Don't know	10	1.9
Inappropriate	108	21.3
Not ascertained	0	0.0
Total	505	100.0

Q 6 A. In your opinion, were the RFD programs you saw excellent, good, fair or poor?

	N	%
Excellent	17	14.4
Good	82	69.5
Fair	16	13.6
Poor	0	0.0
Not ascertained	3	2.5
Total	118	100.0

INTERNAL EVALUATION

7

PARTICIPANT SELECTION FOR THE EXPERIMENTAL TREATMENT AND CONTROL GROUPS

Participants for the treatment and control groups were identified by the field staff. Working as teams within their counties, the three supervisors and eight home visitors began the process in early September, 1970. Three assumptions were made in the design of the recruitment process. First, that leadership exists at all levels of society. Second, that leadership at the more visible levels will, if requested, direct one to leadership at less visible levels, and third, that leadership for the participant in the treatment and control groups would be relatively invisible in the community.

Beginning with county officials and agency supervisors, the field staff sought the names of individuals who might be included in the treatment and control pool. When an individual living in the four county primary target area who seemed to have the potential for inclusion was discovered, he was contacted by a member of the field staff. The first task was to attempt to assess the extent to which the individual met the criteria of willingness to participate and formal education. The field staff also assessed general need in the potential participant, for the acquisition of the coping skills contained in the RFD Content Centers. An interview by phone or in person was arranged in which basic demographic data were secured (see sample form, page 174).

On December 29, 1970 the field staff met and by county teams sorted the information forms of all of the potential participants from their counties. They were placed in a three-part rank order of the extent to which individual, in the judgment of the county team, had need for the acquisition of coping skills through the services of a home visitor. The instructions to the field staff stated that need was to be defined in terms of the gap between their present situation and some more highly desirable level of performance and the potential for the candidate to profit from the services of the home visitor.

The rank order of candidates in each county was then screened by the associate director for field services to assure compliance with the criteria for selection. From the remaining candidates 100 individuals were accepted in the order in which their names appeared in the rank ordering for inclusion in the final treatment-control pool by counties.

Dane County -- 36 individuals
Green County -- 28 individuals
Iowa-Lafayette Counties -- 36 individuals

Through random selection, one half of the individuals in each of the county groups were then assigned to treatment and the other half to control. The county supervisors were then informed of the individuals in their respective counties assigned to treatment and they in turn assigned these individuals to home visitors. This final assignment was made with some consideration given to travel distances between the residences of home visitor and participant in an effort to reduce travel time and expense for the home visitor.

R F D

Would you like to become a member of RFD?
We would like to know some things about you.

What is your name? ____

What is your mailing address? ________________________________

____
(city) (zip code)

What is your telephone number? (____) ____________________

Are you a man_____, or a woman_____? How old are you?_____ (years)

What are the directions to reach your house by car?

____

____

____

How many years of school have you completed? ____________ (years)

Our communities have many agencies that help people make a better life for themselves. These agencies may provide medical services when we are sick, help us to buy food and clothing when we have no money, help us to find a job or to learn how to do a better job of farming or homemaking. At the present time are you being helped by any people or agencies in your community?

Agency	Kind of service

What is the best time to visit you in your home? ______ (hours) on ______ (days)

Do you have a TV set?______ Can you receive Channel 21?____________

You have already told us much about yourself. Is there anything else you think might be useful for us to know?

____

____

____

INTERNAL EVALUATION

DEVELOPMENT OF EVALUATION INSTRUMENTS

Development of Evaluation Instruments

A major concern of the RFD evaluation program has been to devise adult-oriented instruments for the measurement of change. It was desired (see RFD First Year Report, Evaluation Design, pp. 6-11) that evaluation of the RFD program have the following instruments:

1) An achievement instrument
2) Internal-External construct instrument
3) An attitude change instrument
4) An instrument to measure change in behavior

The rationale for developing these instruments is described in the next section of this report, "Consideration on the Construction of an Adult Achievement Test." For convenience in further references, these instruments are named as follows:

1) The Wisconsin Test of Adult Basic Education (WITABE) for the achievement instrument
2) Wisconsin Adult Attitude Inventory (WIAAI), Part I for the internal-external construct instrument
3) Wisconsin Adult Attitude Inventory (WIAAI), Part II for the attitude towards education instrument
4) The World About Me for change in behavior instrument

The following description delineates the various stages undergone in developing final instruments of desired psychometric characteristics. It also describes the administration and scoring procedures of the test.

Wisconsin Test of Adult Basic Education (WITABE) - This is a test especially tailored to monitor the attainment of basic educational and coping skill behaviors, by the enrolled members in the RFD field testing program. In developing WITABE, besides taking into consideration the design of the RFD program, attempt was made to fully incorporate in testing the basic philosophy of the program as well. It has been emphasized that "the goal of the program is not to subject adults to ways that fulfilled only good pedagogical techniques; rather allow our adults to fulfill other basic practical needs - the RFD program is not a literacy program, instead, it is a program that provides strategies of who to see, where to go, and what to do." The RFD program has essentially capitalized on adult learners' interest in a selection of relevant coping strategies. The design has been appropriately called a "three track system." Taking analogy from a subway train, they state "... the center track or the 'hot track' would carry the coping skills, the two outside tracks of communication and computation skills would provide the stability in learning methods and mechanics." (RFD First Year Report, June 1970, Part II, p. 25)

Consistent with the objectives and structure of the RFD program, the WITABE is divided into 3 subtests. Subtest 1 and 2 deal with basic reading and computational skills, respectively. Subtest 3 deals with coping skills consisting of practical problems an adult normally faces in his day-to-day work. This later subtest is designed to measure an adult-achievement-construct requiring the basic application of reading and computational skills plus a maturity of seeing through life problems. It is believed that this comes about by having the essence of information needed by our society and having the capacity to use it in appropriate situations.

The coping skill subtest is parallel to the "hot track" of the program design, and it is in fact the heart of the achievement instrument. It consists of various measures of adult-oriented problems put in an unconventional testing mode - more as fun-to-do tasks. They are designed to motivate the examinee with their form of presentation, their meaningfulness in real life, and testing each behavior from the lowest level of sophistication to several higher levels, so that an examinee is not frustrated and embarrassed due to his inability to respond to an item. It is hoped that in this endeavor we have met to a sufficient degree the challenge of the test critics in the field of adult basic education, who time and again have objected to the use of conventional test items. The main objections raised by them for the use of standardized tests like Lorge-Thorndike and Iowa tests have been that the content was not adult-oriented, the format appeared childish and more geared to testing school-like pedagogy, and often difficult to administer by paraprofessionals. Some of these objections have been overcome in various degrees in recently developed standardized tests, like ABLE and TABE, but even these are still unlike the tests that experts in the field, as well as the subjects to be tested, would like.

The WITABE in appearance hardly looks like a test booklet meant for children. We have avoided complexity at all stages and kept the appearance and the answer mode as simple as possible. All questions are to be answered in the test booklet itself. No ambiguity has been reported with the items in the final trial instrument. With regard to content orientation, we believe that it is not adequate to

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have only test items with content of family budgeting, bank interest and application for a job. Rather, as far as possible, it is necessary to provide situations which an adult faces in life. To this end, we have TV program listings, sale ads, job vacancy columns from the newspapers, as our subject would normally see them, and then asked meaningful questions. Similar strategy has been adopted in items on tax returns, filling a form for mail order, figuring amounts indicated on a credit card, and the use of telephone directory. During our pretesting of WITABE, we have been constantly encouraged with the reports of the examinees about the suitability of the format, choice of test items, etc. It is informative to quote one of the examinees who reported that "I do not know much about some of the items in the last part, but these are actually some of the things I should have known."

In view of the precise nature of the information required, subtests 1 and 2 are in more conventional multiple choice format. While subtest 3 is the longest in testing time, subtests 1 and 2 are much shorter and relatively much easier. These subtests (1 and 2) are printed in bold letters, with sufficient spacing between the lines to keep the test form simple in appearance. At no place does it require undue sophistication of perceptual organization, or fine motor skills. The problems are concrete rather than abstract, in consonance with the cognitive style among the functionally illiterate adults.

Content selection and pretesting - Selection of the test content was based on the transitional behavior objectives of the RFD program. (see RFD, First Year Report: Part IX)

The transitional behaviors were specified by the associate project director for research and development. If the test item is constructed to measure those behaviors, the instrument will be self-validated. In selecting items, a correlation of each item with the total test score will be a good index of item validity coefficients. To begin with, a much larger number of items were constructed on each subtest. The trial instrument was administered to 120 school subjects from grades 6, 7 and 8 of a rural Wisconsin public school. The purpose was to find the internal consistency coefficient, difficulty index, discriminative index and the validity index of each item, by subjecting the test data to an item analysis. A critical scrutiny by the members of the Psychometric Laboratory led to rejection of some of the unsuitable items and modifying a few others which did not come up to desired statistical criteria. This has been one of the important phases in the development of all the instruments which required several group sessions. A modified instrument was administered to 37 subjects - 22 being the students enrolled in adult-basic education classes in Fond du Lac Technical Institute, 9 belonged to Head Start parent group at Mazomanie and 6 from Head Start parent group at Sun Prairie. The test data revealed that the items approached a high degree of psychometric quality. Some of the items were again modified in the third and final instrument.

The GITAP output gave the difficulty level, item criterion correlation, and discrimination index data. In choosing the items, we were quite stringent with the item test correlation and Beta, another discrimination index. None of the accepted items has an item-test correlation of less than 0.5 and a discrimination index of 0.6. For the difficulty index, we abandoned the usual rule of thumb of choosing an item of 50 per cent level of difficulty to obtain optimum reliability coefficient. To motivate the subjects and to give a good start in testing we have gone at times up to 5% difficulty level at the lower end. A 15% to 20% difficulty level will be found quite usual in this instrument.

The Hoyt reliability indices and the testing time for each subtest are as follows:

Subtest	No. of Items	Testing Time	Hoyt Reliability
Verbal	20	15 minutes	0.90
Numerical	19	30 minutes	0.88
Coping Skills	29	45 minutes	0.90
TOTAL	68	1 hour, 30 minutes	0.96

Following is a description of the items in each of the subtests.

Verbal Subtest - It has 20 items in multiple choice format. Of the 20 items, 9 are vocabulary items ranging in difficulty span from 1st grade to the 8th grade level. Four of the items require the examinee to arrange letters like K A L W into meaningful words. Another four items (14 to 17) test on the meaningful use of the dictionary and newspaper reading. The last three items (18-20) measure behaviors on the usage of the "Table of Content" in a book. The level of achievement needed to respond to these items is grade 6. The questions are straightforward and do not involve any tricks.

Numberical Subtest - The numerical subtest has 19 items in all which are in multiple choice format. Again, the aim is to test the basic computational behaviors ranging in difficulty level equivalent to grade 2 through grade 8. The items are based on number recognition, knowledge of fractions, multiplication tables, measure of areas and volumes like square feet and pints. Seven items (33-39) require the knowledge of arithmetic operations to solve adult-oriented problems dealing with life.

Coping Skill Subtest - The coping skill subtest has 29 scorable items. This subtest attempts to make testing more fun, at the same time it throws a challenge to examinees. The various phases of this subtest again have at least one or two items which could be answered by almost all the subjects. Most of the items make use of the newspaper and magazine ads with which an average adult of our concern is well familiar. Similarly, in measuring behaviors relating to use of a telephone directory, using a road map, ordering by mail, filling out an income tax return, and applying for a job, the format used is easy to follow, simple in the mode of responding, and satisfying to an adult subject in its content and presentation.

Test Administration - The conditions of testing used in the pretesting were very flexible, so that paraprofessionals administering the test would face no problems. The approximate time limits are indicated above and at the beginning of each subtest in the test booklet, but the examinee can be allowed to work at his own pace. He is required to answer every question as far as possible. There are no special arrangements for seating, or reading out instructions except that the examinee be explained the meaning of certain words which form the part of the instruction in a question without giving any clue to the problem.

Scoring -

In subtests 1 and 2, the subject scores 1 point for each correct response and no points for the incorrect response or no response. In subtest 3, the examinee scores 1 point for each correct part in items 40, 41, 44, 45, 46, 47-50, 51, 53, 54. The key for the remaining items is:

Item 42:	2 points for all correct 1 point for 2 or 3 sub-parts correct 0 for 1 or 0 sub-parts correct
Item 43:	2 points for both sub-parts correct 1 point for any one sub-part correct 0 for none of the sub-parts correct
Item 52:	2 points for all 3 sub-parts correct 1 point for 2 or 1 sub-parts correct 0 for none correct
Item 55:	3 points for all sub-parts correct 2 points for any 2 sub-parts correct 1 point for 1 sub-part correct 0 for none correct
Item 56:	3 points for all sub-parts (including Column 31) correct 2 points when 219 is entered in columns 19, 21, 23, and 25 1 point when only one 219 is entered 0 for none correct
Item 57:	3 points when examinee writes logically stating his qualifications with the following 2 points when he makes a half-hearted case with the following 1 point for basic letter writing format 0 for blank or unmeaningful sentences.

Wisconsin Adult Attitude Inventory (WIAAI), Part I - The rationale for the development of an inventory measuring the sense of control over the environment is described in the RFD Evaluation design. (see RFD, First Year Report, Part XVII, p. 11.) It has been noted that for the disadvantaged groups, sense of control or a lack of it is associated with academic achievement or the lack of it.

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People who perceive their environment to be predictably responsive to their efforts tend to attain higher academic achievement than do people who perceive their environment to be arbitrary.

WIAAI is an instrument which has been tailor made for the adult population similar to those in the RFD program. A much larger pool of items was constructed and subjected to pretest. The first trial instrument was administered to students from a public school system in Wisconsin and the final trial instrument was pretested with a group composed of Head Start parents and students enrolled in Adult Basic Education classes at Fond du Lac Technical Institute, Fond du Lac, Wisconsin. This group of subjects was the same as that pretesting WITABE. Before arriving at the decision to include the final statements in the instrument an item analysis and RAVE Analysis was done on the data collected. The purpose of item analysis is to look for desirable psychometric characteristics in the items and weed out or modify those items which do not come up to desirable psychometric standard. The purpose of the RAVE analysis is to judge the suitability of the weighting scheme. The attempt is to weigh the "desirable" response by a large number and "undesirable" response by a small number, so that the person having, say, considerable amount of this trait receives a high numerical score and the one having less receives a low score.

The instrument in its final form has 16 items. The responses are to be made on a five point scale. The Hoyt reliability indicating the internal consistency for 16 items with the group described above was found to be 0.55.

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The Wisconsin Adult Attitude Inventory (WIAAI), Part II - This instrument has been developed to measure the attitude of adults towards education. In its final form it consists of 23 statements requiring responses on a five point scale. The psychometric part for developing this instrument was the same as WIAAI, Part I. The Hoyt reliability coefficient for 23 items tested on the same group of subjects as WIAAI, Part I was found to be 0.84.

Administration of WIAAI, Parts I and II, takes about 25 minutes. The subjects need not adhere to the above time limit, rather they may be allowed to respond at their own pace without taking undue time in answering the items. The instructions given to the subject are printed at the beginning of this subtest and can be further explained by the test administrator if a subject so desires.

The World About Me - This is an instrument which has been developed to measure actual behaviors of the RFD clients. The procedure for developing this instrument has been the same as with the WIAAI instrument. The aim here has been to look for items which can give maximum information regarding the actual behaviors possessed by the subjects.

In its final form "The World About Me" consists of 20 items. The responses are to be made on a three point scale. The format is very simple to understand and the statements are typed with sufficient spacing. The reliability coefficient giving the internal consistency of 20 items with the same group as in the above two instruments has been estimated to be 0.92. The administration of this instrument takes about 5-7 minutes.

RFD

RURAL FAMILY DEVELOPMENT

Please tell us about yourself:

Your name ______________________________

Address ______________________________

____

Are you a man ____ or a woman ____ ?

RFD WHA-TV 21, UNIVERSITY EXTENSION, The University of Wisconsin

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THIS TEST IS DIVIDED INTO THE FOLLOWING 4 PARTS

PART 1. WORD MEANING, READING
PART 2. ARITHMETIC
PART 3. LIFE COPING SKILLS
PART 4. THE WORLD ABOUT ME

Many of the questions are easy.

Some questions look hard,
BUT if you will read it line by line you will find it fun to do.

O.K., Now start with Part 1.
It will take you about 15 minutes.

For each of the words on the left, check the word that means the same.

1. ALLOW
_____ give
_____ let
_____ follow
_____ leave

2. START
_____ ready
_____ go
_____ begin
_____ stop

3. CONDEMN
_____ clear
_____ blame
_____ honor
_____ try

4. DENSELY
_____ sparsely
_____ diffusely
_____ recently
_____ thickly

5. PROCESS
_____ operation
_____ advancement
_____ possession
_____ procession

6. CONSISTENT
_____ changing
_____ correct
_____ untrue
_____ unvarying

7. ESTEEM

_____ regard
_____ pay
_____ pressure
_____ disdain

8. SUBMISSIVE

_____ elastic
_____ docile
_____ competitive
_____ contrary

9. PROFICIENCY

_____ deficiency
_____ skill
_____ tricky
_____ inability

ARRANGE THE LETTERS INTO MEANINGFUL WORDS:

EXAMPLE: B Y O B O Y

10. S O T P ____________________

11. K A L W ____________________

12. E O M Y N ____________________

13. E O P N H ____________________

14. Four words are listed below. PICK THE WORD THAT WOULD BE LISTED LAST IN A DICTIONARY.

_____ reliance
_____ religious
_____ relinquish
_____ reliable

15. The guide words portray and possible appear at the top of the page in one dictionary. Which word would not be found on that page?

_____ portrait
_____ positive
_____ position
_____ possessive

16. A preface is found in what part of a book?

_____ before the table of contents
_____ right after the table of contents
_____ in the first chapter
_____ in the summary

17. Which section of the newspaper has mostly opinions?

_____ the weather charts
_____ the lead news story
_____ the editorial page
_____ the stock market reports

LOOK AT THE FOLLOWING TABLE OF CONTENTS AND FIND THE ANSWERS TO QUESTIONS 18, 19 and 20.

TABLE OF CONTENTS

Chapter	Page
1. A Bird's Nest	1
2. The Wrens	7
3. The Robins	15
4. A Mole's Home	31
5. Beavers	45

18. On which page does "Beavers" begin?

_____ 31
_____ 45
_____ 46

19. Page 9 will tell us something about

_____ nests
_____ wrens
_____ beavers

20. The story of "The Robins" is found on pages

_____ 15 through 30
_____ 15 through 31
_____ 31 through 44

Stretch your arms for 2 minutes if you wish
and get ready for Part 2.

These are problems in Arithmetic.

This should take you about 30 minutes to answer.

MARK THE CORRECT NUMBERS. FOR SOME, NONE OF THE ANSWERS MAY BE CORRECT.

21. Nine hundred and thirty five

_____ 90,035
_____ 9,035
_____ 9,350
_____ 935
_____ none

22. Four thousand and ten

_____ 4000,10
_____ 40,010
_____ 40,100
_____ 4,010
_____ none

23. Five eights

_____ 5 - 8
_____ 5 + 8
_____ 8/5
_____ .58
_____ none

24. How would you read 120,001?

_____ twelve thousand one
_____ one thousand two hundred one
_____ one hundred two thousand one
_____ one hundred twenty thousand one

25. Sixty-nine dollars and two cents?

_____ $69.2 ¢
_____ $69.20
_____ $69.02
_____ 69.02
_____ none

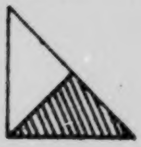
26. Which of the following numerals represents the greatest number?

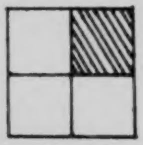
_____ .307
_____ .730
_____ 3.07
_____ 3.7

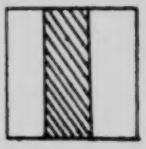
27. Write the number that is nine times seven

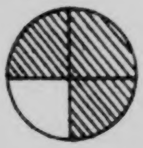
_____ 97
_____ 907
_____ 63
_____ 49

28. Which of the figures below is one-third shaded?


A


B


C


D

_____ A _____ C

_____ B _____ D

29. Which of these sets of coins has the greatest value?

_____ 1 quarter
_____ 23 pennies
_____ 4 nickels
_____ 3 dimes

30. Bob's mother made 4 quarts of lemonade. If Bob took 1 pint in his lunch, how much lemonade was left?

_____ 7 pints
_____ 11 pints
_____ 15 pints
_____ 19 pints

31. If 313 is rounded to the nearest ten, what is the resulting number?

_____ 300
_____ 310
_____ 320
_____ 400

32. How many five cent stamps can you buy for a dollar?

_____ 15
_____ 20
_____ 25
_____ 30

33. The circumference of a circular pipe is 9 1/2 inches. Which of these is the best estimate of the pipe's diameter?

____ 1 1/2 inches
____ 3 inches
____ 19 inches
____ 30 inches

34. Arthur bought a used car for $900. He paid $200 down and will pay the rest in 10 equal installments. How much will each payment be?

____ $55.00
____ $90.00
____ $70.00
____ $20.00

35. Suppose you earn $4000 a year from the sale of corn and $2000 from the sale of poultry. You spend $1200 in maintenance. What will your average income per month be in dollars?

____ $100
____ $300
____ $400
____ $600

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36. A silo of 15 feet in diameter and 40 feet high can store corn from 50 acres of land. To double the capacity of the silo, how high will it have to be if it has the same diameter?

_____ 60 feet
_____ 65 feet
_____ 70 feet
_____ 80 feet

37. A farm yard that is 100 feet x 50 feet is to be wire fenced. What length of wire will be needed?

_____ 250 feet
_____ 300 feet
_____ 350 feet
_____ 400 feet

38. In a room 10 feet long, 12 feet wide and 10 feet high, how many square feet of paper will be required for the walls?

_____ 120 sq. feet
_____ 240 sq. feet
_____ 440 sq. feet
_____ 1200 sq. feet

39. Joe has a savings account that pays 5% interest per year. What amount will he receive after keeping his $1500 in the bank for one year?

_____ $1505

_____ $1560

_____ $1575

_____ $1600

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40. Here is the T.V. program schedule for tonight. Answer the following

A. What program will be seen on channel 3 at 7:00 p.m.?

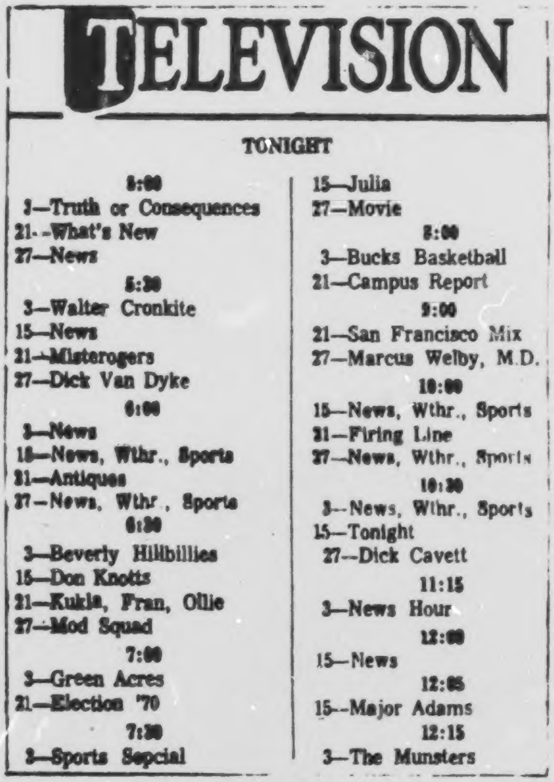
____

B. If you switched on T.V. at 6:45 p.m. which program would you watch on channel 27?

____

C. How long does the movie on channel 27 last?

____



TELEVISION

TONIGHT

5:00
3—Truth or Consequences
21—What's New
27—News

5:30
3—Walter Cronkite
15—News
21—Misterogers
27—Dick Van Dyke

6:00
3—News
15—News, Wthr., Sports
21—Antiques
27—News, Wthr., Sports

6:30
3—Beverly Hillbillies
15—Don Knotts
21—Kukla, Fran, Ollie
27—Mod Squad

7:00
3—Green Acres
21—Election '70

7:30
3—Sports Sepcial
15—Julia
27—Movie

8:00
3—Bucks Basketball
21—Campus Report

9:00
21—San Francisco Mix
27—Marcus Welby, M.D.

10:00
15—News, Wthr., Sports
21—Firing Line
27—News, Wthr., Sports

10:30
3—News, Wthr., Sports
15—Tonight
27—Dick Cavett

11:15
3—News Hour

12:00
15—News

12:05
15—Major Adams

12:15
3—The Munsters

41. Here is a sale notice. Answer the following:

A. Place of sale

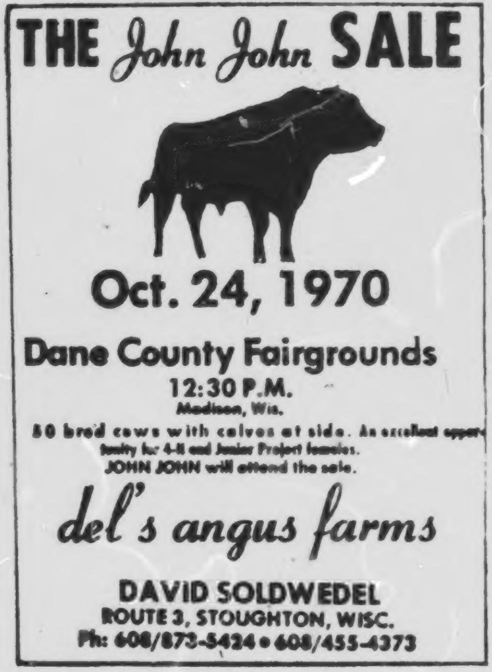
____

B. Date of sale

____

C. Time of sale

____



THE *John John* SALE

Oct. 24, 1970

Dane County Fairgrounds

12:30 P.M.
Madison, Wis.

50 bred cows with calves at side. An excellent opportunity for 4-H and Junior Project females.
JOHN JOHN will attend the sale.

del's angus farms

DAVID SOLDWEDEL
ROUTE 3, STOUGHTON, WISC.
Ph: 608/873-5424 • 608/455-4373

NOW SOME QUESTIONS ON LIFE COPING SKILLS

This will take you about 40 minutes.

Take a rest if you wish and then continue.

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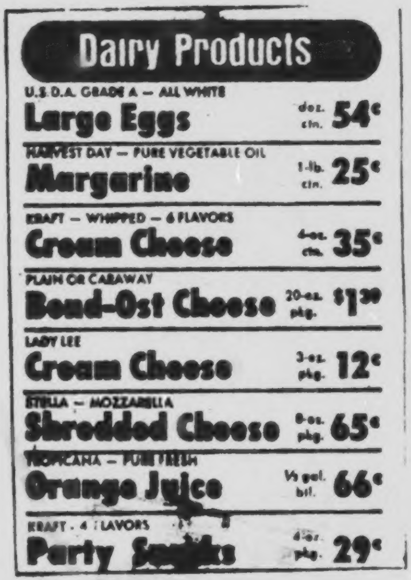
42. How much do the following items cost?



Dairy Products

U.S.D.A. GRADE A — ALL WHITE **Large Eggs**	doz. ctn.	54¢
HARVEST DAY — PURE VEGETABLE OIL **Margarine**	1-lb. ctn.	25¢
KRAFT — WHIPPED — 6 FLAVORS **Cream Cheese**	4-oz. ctn.	35¢
PLAIN OR CARAWAY **Bond-Ost Cheese**	20-oz. pkg.	$\$1^{39}$
LADY LEE **Cream Cheese**	3-oz. pkg.	12¢
STELLA — MOZZARELLA **Shredded Cheese**	8-oz. pkg.	65¢
TROPICANA — PURE FRESH **Orange Juice**	½ gal. btl.	66¢
KRAFT - 4 FLAVORS **Party S[illegible]ks**	4-oz. pkg.	29¢

8 ounces of cream cheese (Kraft)

____

2 dozen large eggs

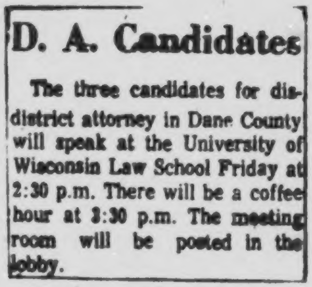
____

1 gallon orange juice

____

TOTAL _______________

43. Here is a clipping from a newspaper.



D. A. Candidates

The three candidates for district attorney in Dane County will speak at the University of Wisconsin Law School Friday at 2:30 p.m. There will be a coffee hour at 3:30 p.m. The meeting room will be posted in the lobby.

Answer the following questions:

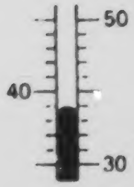
A. What does D.A. stand for?

____

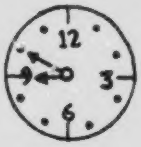
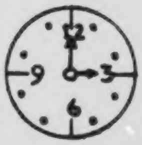
B. What time is coffee hour?

____

44. In the space below write the temperature shown on this thermometer.



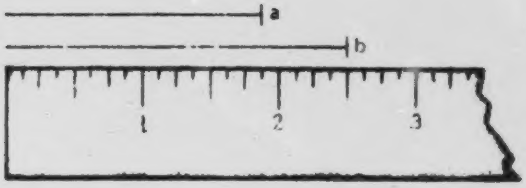
____

45. Joe goes to sleep at  p.m. He is going fishing tomorrow and must get up at  in the morning.

Exactly how much sleep will he get?

__________ hours __________ min.

46. In the picture below how many inches longer is line segment b than line segment a?



____

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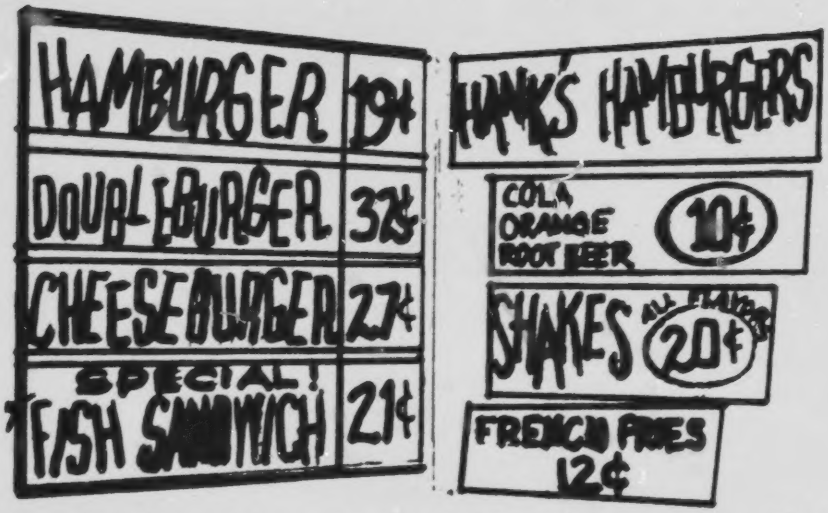
HAMBURGER 19¢
DOUBLEBURGER 32¢
CHEESEBURGER 27¢
SPECIAL! FISH SANDWICH 21¢
HANK'S HAMBURGERS
COLA ORANGE ROOT BEER 10¢
SHAKES ALL FLAVORS 20¢
FRENCH FRIES 12¢

Use the above table to answer the following. Do not allow for sales tax.

47. What is the cost of 3 doubleburgers?

______ 32¢
______ 96¢
______ $1.06
______ none

48. Ed ordered a cheeseburger and French fries. Trudy ordered a hamburger and a cola. How much more did Ed pay for his lunch than Trudy?

______ 10¢
______ 39¢
______ 68¢
______ none

49. Terry got a hamburger and an order of French fries. He gave Hank a dollar bill. How much change did he receive?

______ 31¢
______ 69¢
______ 79¢
______ none

50. Mr. Drumm bought a cheeseburger for himself and one for each of the 3 children riding in his car. How much did the cheeseburgers cost?

______ 54¢
______ 81¢
______ $1.08
______ (Not given)

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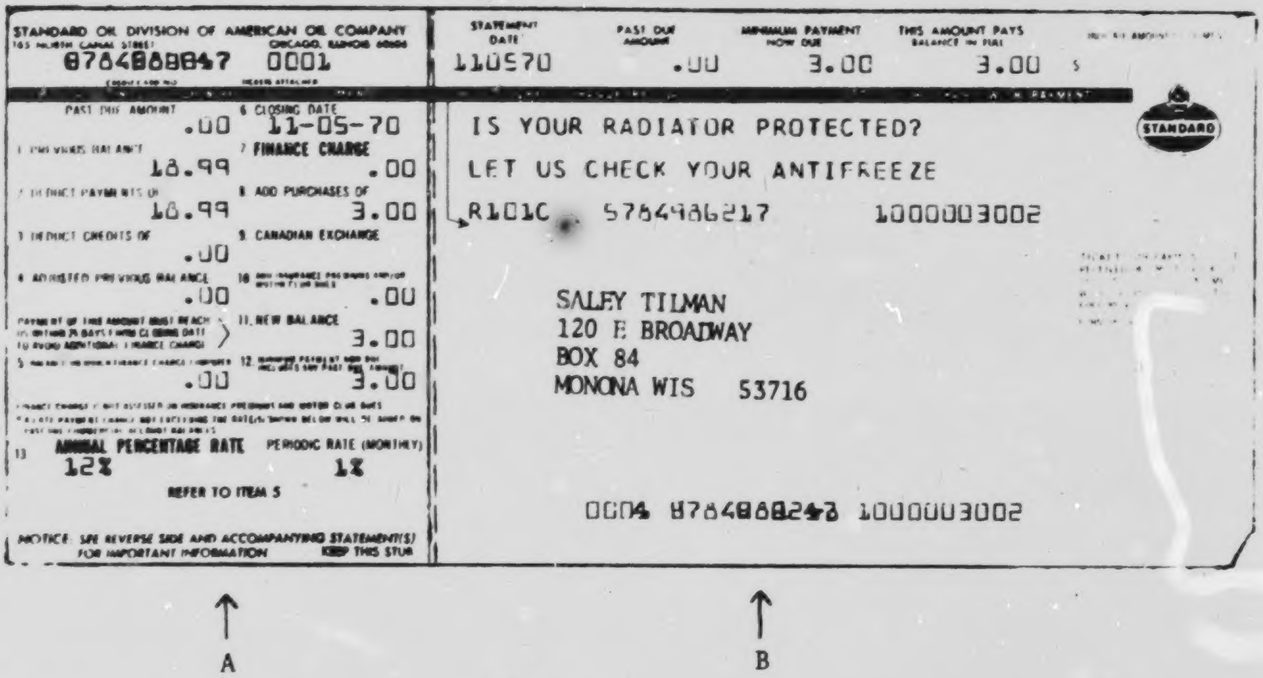
51. Mr. Tilman received this bill for amounts charged on this Standard Oil credit card:



STANDARD OIL DIVISION OF AMERICAN OIL COMPANY
CHICAGO, ILLINOIS
8784888847 0001

PAST DUE AMOUNT .00	6 CLOSING DATE 11-05-70
1 PREVIOUS BALANCE 18.99	7 FINANCE CHARGE .00
2 DEDUCT PAYMENTS OF 18.99	8 ADD PURCHASES OF 3.00
3 DEDUCT CREDITS OF .00	9 CANADIAN EXCHANGE
4 ADJUSTED PREVIOUS BALANCE .00	10 .00
	11 NEW BALANCE 3.00
5 .00	12 3.00
13 ANNUAL PERCENTAGE RATE 12%	PERIODIC RATE (MONTHLY) 1%

REFER TO ITEM 5

NOTICE: SEE REVERSE SIDE AND ACCOMPANYING STATEMENT(S) FOR IMPORTANT INFORMATION KEEP THIS STUB

STATEMENT DATE	PAST DUE AMOUNT	MINIMUM PAYMENT NOW DUE	THIS AMOUNT PAYS BALANCE IN FULL
110570	.00	3.00	3.00

IS YOUR RADIATOR PROTECTED?
LET US CHECK YOUR ANTIFREEZE
R101C 5784986217 1000003002

SALEY TILMAN
120 E BROADWAY
BOX 84
MONONA WIS 53716

0004 8784888243 1000003002

Answer the following questions:

A. What amount will pay this bill in full __________________

B. If this amount is not paid this month, how much interest will be charged on the amount of this bill? __________________

C. Which part of the bill (A or B shown by arrows) is to be returned with the payment? ______________

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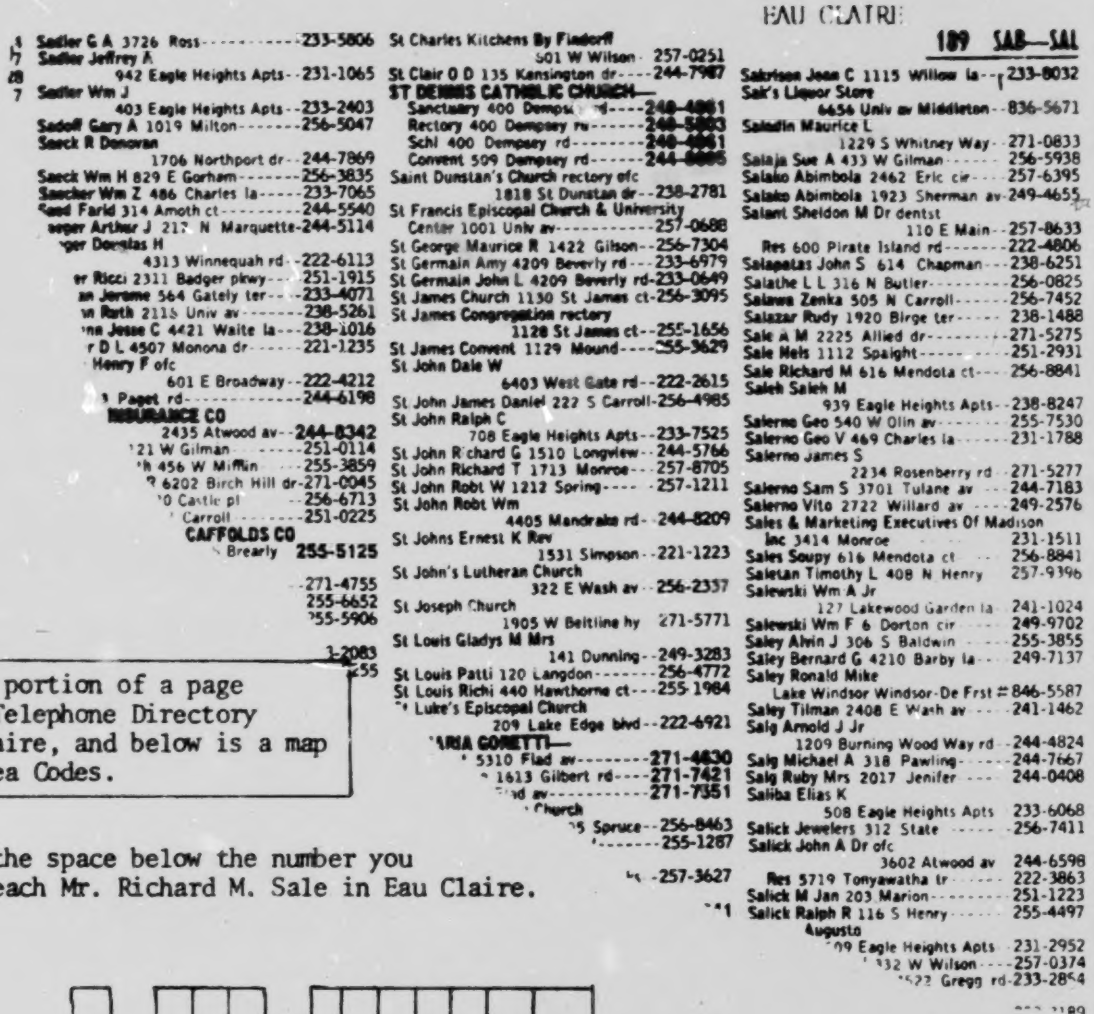
52.



EAU CLAIRE

189 SAB—SAL

Sadler G A 3726 Ross----------233-5806
Sadler Jeffrey A
942 Eagle Heights Apts--231-1065
Sadler Wm J
403 Eagle Heights Apts--233-2403
Sadoff Gary A 1019 Milton-------256-5047
Saeck R Donovan
1706 Northport dr--244-7869
Saeck Wm H 829 E Gorham-------256-3835
Saecker Wm Z 486 Charles la-----233-7065
Saed Farid 314 Amoth ct----------244-5540
eger Arthur J 217 N Marquette-244-5114
ger Douglas H
4313 Winnequah rd--222-6113
er Ricci 2311 Badger pkwy----251-1915
an Jerome 564 Gately ter---233-4071
n Ruth 2115 Univ av-------238-5261
nn Jesse C 4421 Waite la---238-1016
r D L 4507 Monona dr------221-1235
Henry F ofc
601 E Broadway--222-4212
3 Paget rd--------------244-6198
INSURANCE CO
2435 Atwood av--244-8342
21 W Gilman--------251-0114
h 456 W Mifflin ----255-3859
6202 Birch Hill dr-271-0045
0 Castle pl --256-6713
Carroll-------251-0225
CAFFOLDS CO
Brearly 255-5125
--271-4755
255-6652
255-5906
1-2083
255

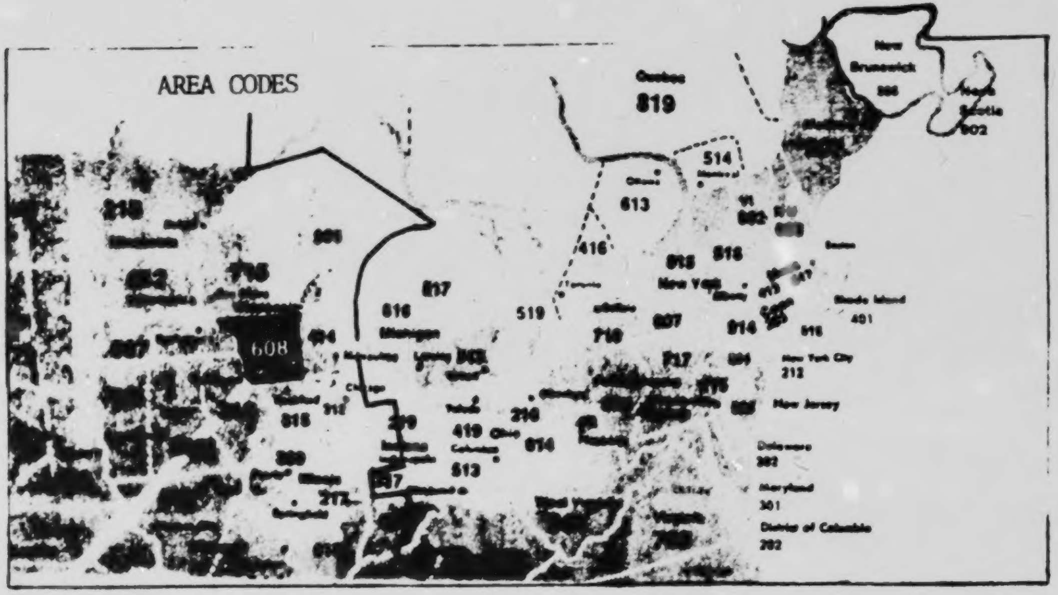
St Charles Kitchens By Fiedorff
501 W Wilson- 257-0251
St Clair O D 135 Kensington dr----244-7987
ST DENNIS CATHOLIC CHURCH—
Sanctuary 400 Dempsey rd----249-4861
Rectory 400 Dempsey rd-------249-5803
Schl 400 Dempsey rd----------249-4861
Convent 509 Dempsey rd-------244-8885
Saint Dunstan's Church rectory ofc
1818 St Dunstan dr--238-2781
St Francis Episcopal Church & University
Center 1001 Univ av-----------257-0688
St George Maurice R 1422 Gilson--256-7304
St Germain Amy 4209 Beverly rd---233-6979
St Germain John L 4209 Beverly rd-233-0649
St James Church 1130 St James ct-256-3095
St James Congregation rectory
1128 St James ct--255-1656
St James Convent 1129 Mound----255-3629
St John Dale W
6403 West Gate rd--222-2615
St John James Daniel 222 S Carroll-256-4985
St John Ralph C
708 Eagle Heights Apts--233-7525
St John Richard G 1510 Longview--244-5766
St John Richard T 1713 Monroe---257-8705
St John Robt W 1212 Spring---- -257-1211
St John Robt Wm
4405 Mandrake rd--244-8209
St Johns Ernest K Rev
1531 Simpson--221-1223
St John's Lutheran Church
322 E Wash av--256-2337
St Joseph Church
1905 W Beltline hy 271-5771
St Louis Gladys M Mrs
141 Dunning--249-3283
St Louis Patti 120 Langdon-------256-4772
St Louis Richi 440 Hawthorne ct---255-1984
Luke's Episcopal Church
209 Lake Edge blvd--222-6921
ARIA GORETTI—
5310 Flad av---------271-4830
1613 Gilbert rd----271-7421
nd av------------271-7351
Church
5 Spruce--256-8463
--------255-1287
-257-3627
1

Sakrison Jean C 1115 Willow la--233-8032
Sak's Liquor Store
6656 Univ av Middleton--836-5671
Saladin Maurice L
1229 S Whitney Way--271-0833
Salaja Sue A 433 W Gilman------ 256-5938
Salako Abimbola 2462 Eric cir----257-6395
Salako Abimbola 1923 Sherman av-249-4655
Salant Sheldon M Dr dentst
110 E Main--257-8633
Res 600 Pirate Island rd--------222-4806
Salapatas John S 614 Chapman---238-6251
Salathe L L 316 N Butler---------256-0825
Salawa Zenka 505 N Carroll------256-7452
Salazar Rudy 1920 Birge ter----- 238-1488
Sale A M 2225 Allied dr----------271-5275
Sale Nels 1112 Spaight-----------251-2931
Sale Richard M 616 Mendota ct----256-8841
Saleh Saleh M
939 Eagle Heights Apts--238-8247
Salerno Geo 540 W Olin av--------255-7530
Salerno Geo V 469 Charles la------231-1788
Salerno James S
2234 Rosenberry rd--271-5277
Salerno Sam S 3701 Tulane av ---244-7183
Salerno Vito 2722 Willard av ----249-2576
Sales & Marketing Executives Of Madison
Inc 3414 Monroe 231-1511
Sales Soupy 616 Mendota ct -- 256-8841
Saletan Timothy L 408 N Henry 257-9396
Salewski Wm A Jr
127 Lakewood Garden la 241-1024
Salewski Wm F 6 Dorton cir ---- 249-9702
Saley Alvin J 306 S Baldwin ----255-3855
Saley Bernard G 4210 Barby la-- 249-7137
Saley Ronald Mike
Lake Windsor Windsor-De Frst ≠ 846-5587
Saley Tilman 2408 E Wash av ----241-1462
Salg Arnold J Jr
1209 Burning Wood Way rd--244-4824
Salg Michael A 318 Pawling------244-7667
Salg Ruby Mrs 2017 Jenifer --- 244-0408
Saliba Elias K
508 Eagle Heights Apts 233-6068
Salick Jewelers 312 State ----- -256-7411
Salick John A Dr ofc
3602 Atwood av 244-6598
Res 5719 Tonyawatha tr------ 222-3863
Salick M Jan 203 Marion---------251-1223
Salick Ralph R 116 S Henry------ 255-4497
Augusto
09 Eagle Heights Apts 231-2952
332 W Wilson----257-0374
522 Gregg rd-233-2854
189

Here is a portion of a page
from the Telephone Directory
of Eau Claire, and below is a map
giving Area Codes.

Write in the space below the number you
dial to reach Mr. Richard M. Sale in Eau Claire.

☐ ☐☐☐ ☐☐☐☐☐☐☐



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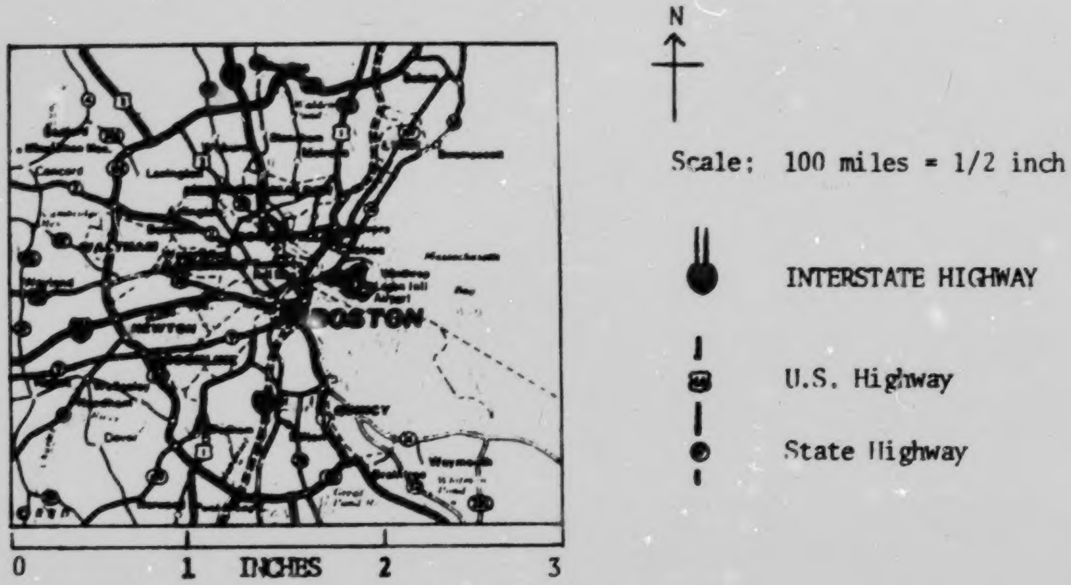
53. Use this road map to answer the following questions:


BOSTON
NEWTON
QUINCY
N
Scale: 100 miles = 1/2 inch
INTERSTATE HIGHWAY
U.S. Highway
State Highway
0
1
INCHES
2
3

(A) About how many miles is it from Brookline to Boston?

_____ 150 miles

_____ 200 miles

_____ 250 miles

_____ 300 miles

(B) Which Highway would you take to go from Boston to Quincy?

_____ 93 North

_____ 95 South

_____ 3 South

_____128 East

(C) What direction is Newton from Boston?

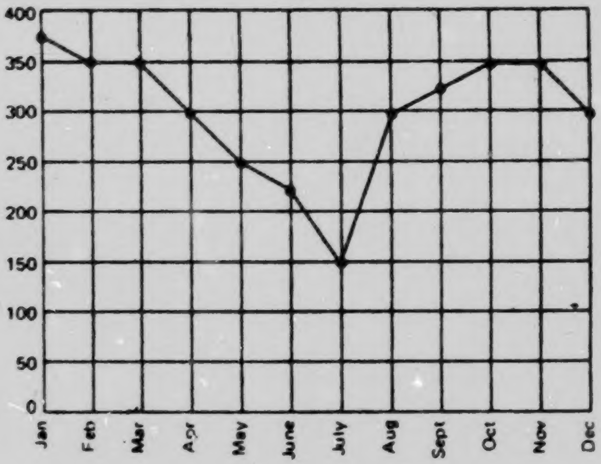
_____ East

_____ North-East

_____ West

_____ South

54. The graph below shows the number of Books checked out from the Lake County Bookmobile during one year.



(A) Which is the peak reading season?

_____ Winter
_____ Summer
_____ Spring
_____ Fall

(B) How many more books were checked out in August than in June?

_____ 25
_____ 50
_____ 75
_____ 100

(C) Book circulation increased for three straight months from:

_____ July to October
_____ December to February
_____ July to November
_____ August to November

(D) Between which months was there the greatest decrease in the number of books checked out?

_____ February and March
_____ April and May
_____ June and July
_____ November and December

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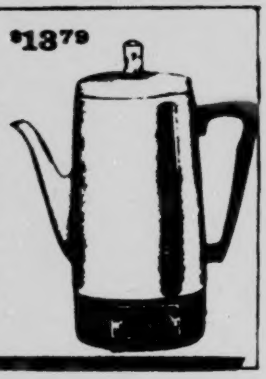
55. Suppose you are interested in purchasing this coffee percolator from a Sears catalogue and you would like it in the gold color.

Fill in the following mail order form to receive your coffee percolator by Parcel Post.

Porcelain enamel on Aluminum. Choice of 3 colors. Rust and stain-resistant finish . . colors stay bright.

Glass knob lets you view perking action. Signal light tells when coffee is ready to serve. Keep-warm element keeps brew at drinking temperature when left plugged in. Brews 5 to 10 cups. 11½ in. high. Detachable cord approx. 3 feet.

34 B 67706—Poppy color
34 B 67708—Avocado color
34 B 67707—Tawny gold
Wt. 2 lbs. 8 oz. $13.79



SEARS, ROEBUCK AND CO.
Chicago, Illinois 60607

Sears

Date ______________ 19 __

PLEASE BE SURE TO [illegible] ZIP CODE IN YOUR [illegible]

SATISFACTION GUARANTEED OR YOUR MONEY BACK

PLEASE GIVE COMPLETE DELIVERY INFORMATION
Be sure to give complete mailing address at the right, filling in the correct information on the lines provided.

PLEASE DO NOT WRITE IN SPACE BELOW

PLEASE PRINT PLAINLY
All members of the same household should order under one name

NAME ______________ (FIRST NAME) ______________ (MIDDLE INITIAL) ______________ (LAST NAME)

Mailing Address ______________________________

Post Office ______________________ State ______ ZIP CODE ______

Telephone Number ______________________________

SHOW COLOR OR PATTERN CHOICE BY NUMBER IF REQUESTED

	CATALOG NUMBER	HOW MANY	NAME OF ITEM	COLOR Pattern, Finish, Etc.	SIZE Measure to be sure	PRICE Ea., Yd., Pr., Etc.	TOTAL PRICE Dollars	TOTAL PRICE Cents	SHPG. WT. Lbs.	SHPG. WT. Oz
1										
2										
3										

ILLINOIS customers add 5c tax for each dollar of goods (4c state, 1c city).
INDIANA customers add 2c tax for each dollar of goods.
IOWA or MISSOURI customers add 3c tax for each dollar of goods.
KENTUCKY customers add 5c tax for each dollar of goods.
MICHIGAN, OHIO or WISCONSIN customers add 4c tax for each dollar of goods.
If your county in **OHIO** has a tax, include the additional tax required.
Tax rates based on information available at printing and subject to change.

	Dollars	Cents	Total Pounds	Total Ounces
TOTAL FOR GOODS				
AMOUNT FOR TAX				
If credit order, we will figure and fill this in for you **POSTAGE**				
Amount I owe Sears on previous order				
TOTAL CASH PRICE				

HOW SHALL WE SHIP? Parcel Post ☐
Express ☐ Freight (Rail or Truck) ☐

In Metropolitan areas, merchandise can be delivered by fast package delivery service at higher cost. PACKAGE DELIVERY SERVICE

Signature ______________________________
(WRITE DO NOT PRINT)

Sears 433

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56. Here you are given an incomplete TAX RETURN FORM and also a TAX TABLE.

Use the TAX TABLE to complete line 19 of the TAX FORM. Then complete lines 21, 23, 25, and 30 (or 31).

The TAX RETURN FORM is for a married couple filing a joint return.

Table 4—Returns claiming FOUR exemptions

If adjusted gross income is—		And you are—				
At least	But less than	Single, not head of household	Head of household	Married* filing joint return	Married filing a separate return claiming— Low income allowance	% Standard deduction
		Your tax is—				
$4,400	$4,450	$183	$178	$176	$213	$222
4,450	4,500	195	190	187	221	230
4,500	4,550	207	202	198	229	237
4,550	4,600	219	214	209	238	245
4,600	4,650	229	224	219	246	253
4,650	4,700	238	232	226	255	260
4,700	4,750	246	240	234	263	268
4,750	4,800	255	248	241	272	276
4,800	4,850	263	256	249	280	283
4,850	4,900	272	264	256	289	291
4,900	4,950	280	272	264	297	299
4,950	5,000	289	280	271	306	306
5,000	5,050	297	288	279	315	315
5,050	5,100	306	296	286	324	324
5,100	5,150	315	305	294	334	334
5,150	5,200	324	314	302	343	343
5,200	5,250	334	323	310	353	353
5,250	5,300	343	332	318	362	362
5,300	5,350	353	341	326	372	372
5,350	5,400	362	350	334	381	381
5,400	5,450	372	359	342	391	391
5,450	5,500	381	368	350	400	400
5,500	5,550	391	377	358	410	410

Income	12 Wages, salaries, tips, etc. (Attach Forms W-2 to back. If unavailable, attach explanation)			12	4,500	00
	13a Dividends (see pages 5 and 9 of Instr.) $ 90.00 13b Less exclusion $ 90.00 Balance ▶ (Also list in Part I of Schedule B, if gross dividends and other distributions are over $100)			13c	0	
	14 Interest. Enter total here (also list in Part II of Schedule B, if total is over $100)			14	100	00
	15 Income other than wages, dividends, and interest (from line 40)			15	0	
	16 Total (add lines 12, 13c, 14 and 15)			16	4600	00
	17 Adjustments to income (such as "sick pay," moving expense, etc., from line 45).			17	0	
	18 Adjusted gross income (subtract line 17 from line 16)			18	4600	00
	● See page 2 of instructions for rules under which the IRS will figure your tax and surcharge. ● If you do not itemize deductions and line 18 is under $10,000, find tax in Tables. Enter tax on line 19. ● If you itemize deductions or line 18 is $10,000 or more, go to line 46 to figure tax.					
Tax and Surcharge	19 Tax (Check if from: Tax Tables 1-15 ☒, Tax Rate Schedule X, Y, or Z ☐, Schedule D ☐, or Schedule G ☐)			19		
	20 Tax surcharge. See Tax Surcharge Tables A, B and C in instructions. (If you claim retirement income credit, use Schedule R to figure surcharge.)			20	0	
	21 Total (add lines 19 and 20)			21		
Payments and Credits	22 Total credits (from line 56)			22	0	
	23 Income tax (subtract line 22 from line 21)			23		
	24 Other taxes (from line 61)			24	0	
	25 Total (add lines 23 and 24)			25		
	26 Total Federal income tax withheld (attach Forms W-2 to back)	26	233 00			
	27 1970 Estimated tax payments (include 1969 overpayment allowed as a credit)	27	★			
	28 Other payments (from line 65)	28	★			
	29 Total (add lines 26, 27, and 28)			29	233	00
Due or Refund	30 If line 25 is larger than line 29, enter BALANCE DUE. Pay in full with return ▶			30		
	31 If line 29 is larger than line 25, enter OVERPAYMENT ▶			31		
	32 Line 31 to be: (a) Credited on 1971 estimated tax ▶ $. (b) Refunded ▶ $					

SAMPLE FILLED-IN FORM

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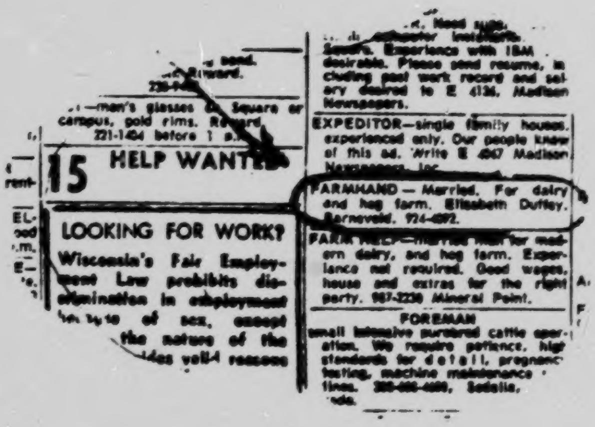
57. Suppose that you are looking for a job. You see this ad in the newspaper.



—men's glasses Square or campus, gold rims. Reward. 221-1404 before 1 p.

15 HELP WANTED

LOOKING FOR WORK?

Wisconsin's Fair Employment Law prohibits discrimination in employment because of sex, except the nature of the ... valid reasons

Experience with IBM desirable. Please send resume, including past work record and salary desired to E 4136, Madison Newspapers.

EXPEDITOR—single family houses, experienced only. Our people know of this ad. Write E 4067 Madison Newspapers, Inc.

FARMHAND — Married. For dairy and hog farm. Elisabeth Duffey, Barneveld. 924-4092.

FARM HELP—Married man for modern dairy, and hog farm. Experience not required. Good wages, house and extras for the right party. 987-2230 Mineral Point.

FOREMAN

small intensive purebred cattle operation. We require patience, high standards for detail, pregnancy testing, machine maintenance.

This is just the kind of job that you want. Write a letter applying for the job.

NOW WE HAVE SOME QUESTIONS ABOUT YOUR VIEWS ON VARIOUS MATTERS.

This section will only take a few minutes.

R F D

THE WORLD ABOUT ME

Here are some questions that ask how you feel about certain things. There is no right answer; we just want to know how you feel.

If you think a statement is really true, and you really agree with it, put a circle around YES.

Around here, it gets cold in the winter. [✓ YES] yes ? no NO

If you think it is cold, but not very cold, circle yes.

Around here, it gets cold in the winter. YES [✓ yes] ? no NO

If you are not sure, circle ?.

Around here, it gets cold in the winter. YES yes [✓ ?] no NO

If you don't think it gets cold, circle no.

Around here, it gets cold in the winter. YES yes ? [✓ no] NO

If you really don't think that it gets cold, circle NO.

Around here, it gets cold in the winter. YES yes ? no [✓ NO]

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People who work hard earn big money.	YES	yes	?	no	NO
People who work hard always get ahead.	YES	yes	?	no	NO
You should always be willing to admit mistakes.	YES	yes	?	no	NO
People get what they deserve.	YES	yes	?	no	NO
With me, luck is pretty important.	YES	yes	?	no	NO
To get a good job, you have to be at the right place at the right time.	YES	yes	?	no	NO
There is not much that the little guy can do about politics.	YES	yes	?	no	NO
If young people work hard, they will do well.	YES	yes	?	no	NO
There is really no such thing as luck.	YES	yes	?	no	NO
Everything I have I got by hard work.	YES	yes	?	no	NO
It doesn't matter what I do, I still have hard luck.	YES	yes	?	no	NO
People should live for today and let tomorrow take care of itself.	YES	yes	?	no	NO
People can actually do very little to change their lives.	YES	yes	?	no	NO
A person who is really good can get a job anytime.	YES	yes	?	no	NO
In our country, people have control over what happens to them.	YES	yes	?	no	NO
A person really has little control over his own fate.	YES	yes	?	no	NO

If you get an education, you have a better chance to do what you want.	YES	yes	?	no	NO
Education gives you power.	YES	yes	?	no	NO
Just being educated won't make people like you.	YES	yes	?	no	NO
Adults can't find a place in the schools.	YES	yes	?	no	NO
The more you go to school the more you can figure things out.	YES	yes	?	no	NO
Schools teach you how to get along with other people.	YES	yes	?	no	NO
Schools are really O.K. right now.	YES	yes	?	no	NO
Without schools, this country would go downhill.	YES	yes	?	no	NO
Teachers don't really care about students.	YES	yes	?	no	NO
Education increases the hatreds that lead to wars.	YES	yes	?	no	NO
Most children don't seem to get anything out of school.	YES	yes	?	no	NO
Most children feel good about themselves in school.	YES	yes	?	no	NO
If a person doesn't finish school he won't be respected.	YES	yes	?	no	NO
Education does not teach cooperation.	YES	yes	?	no	NO
Education earns you respect.	YES	yes	?	no	NO

If you want a nice place to live and a good family, it helps to have an education.	YES	yes	?	no	NO
Schools keep people caged up.	YES	yes	?	no	NO
Education helps you to be a good citizen.	YES	yes	?	no	NO
School wasted my time.	YES	yes	?	no	NO
It's not true that finishing school gets you a good job.	YES	yes	?	no	NO
In school people learn to figure things out.	YES	yes	?	no	NO
Education helps you become a happy person.	YES	yes	?	no	NO
Schools don't teach the things that count.	YES	yes	?	no	NO

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What is the "good life" for you? The good life is . . . .

Getting along with others	YES	yes	?	no	NO
Having security	YES	yes	?	no	NO
Being able to figure things out	YES	yes	?	no	NO
Doing what you want to do	YES	yes	?	no	NO
Liking yourself	YES	yes	?	no	NO
Being respected	YES	yes	?	no	NO
Having a good job	YES	yes	?	no	NO
Being proud of what you are	YES	yes	?	no	NO
Having peace	YES	yes	?	no	NO
Having plenty of money	YES	yes	?	no	NO
Being strong and powerful	YES	yes	?	no	NO
Being happy	YES	yes	?	no	NO

February/March 1971

Please tell us some things about yourself.

1. Do you use recipes? Yes___ Sometimes___ No___
2. Do you use order catalogues

   For clothing? Yes___ Sometimes___ No___

   For toys? Yes___ Sometimes___ No___

   For household goods? Yes___ Sometimes___ No___
3. Do you sew clothing? Yes___ Sometimes___ No___
4. Do you use patterns for sewing clothing? Yes___ Sometimes___ No___
5. Do you read the Bible at home? Yes___ Sometimes___ No___
6. Do you use the yellow pages in the phone book? Yes___ Sometimes___ No___
7. Do you use road maps? Yes___ Sometimes___ No___
8. Do you read to children? Yes___ Sometimes___ No___
9. Do you read the sports page in the newspaper? Yes___ Sometimes___ No___
10. If you have a school-age child, do you visit your child's teacher? Yes___ Sometimes___ No___
11. Do you read instruction manuals? Yes___ Sometimes___ No___
12. Do you use a library? Yes___ Sometimes___ No___
13. Do you can vegetables? Yes___ Sometimes___ No___
14. Do you read the women's page of the newspaper? Yes___ Sometimes___ No___
15. Do you read the newspaper ads when you want to buy something? Yes___ Sometimes___ No___
16. Have you looked at the newspaper ads to find a job? Yes___ Sometimes___ No___
17. Do you read magazines? Yes___ Sometimes___ No___
18. What magazines do you read? ______________________________

    ________________________ ______________________________

    ________________________ ______________________________

THANK YOU FOR YOUR COOPERATION!

PSYCHOMETRIC LABORATORY

University of Wisconsin
Madison

INTERNAL EVALUATION

ANALYSIS OF DATA FROM
WISCONSIN ADULT BASIC EDUCATION
ASSESSMENT BATTERY

EVALUATION OF THE HOME VISIT COMPONENT

The three main components in the evaluation of the Rural Family Development program are:

1) The TV component
2) The TV and the content material component
3) The home visit component

The purpose of this report is to focus on the outcome of the home visit component of the program. The other two parts of the evaluation have been described elsewhere.

The Field Experiment

A field experiment was proposed to assess the impact of the home visitors in achieving the overall goals of the RFD program. To carry out this experimentation a pool of the potential clients was created using certain demographic information and interviews. One control and one treatment group with 50 members each, were randomly selected from the pool. Those in the control group and others who were not selected from the pool, were told that they would not receive home visits due to limited financial resources. They were, however, told that they could participate in the program by requesting any or all content materials using ACTION LINE and viewing the TV programs.

In selecting subjects for the control or the treatment group no stratification was done on the basis of age, educational level, SES or sex. However, there was some restriction on the number of persons selected from each of the four counties - Dane, Green, Iowa, and Lafayette. Table 1 gives the distribution from each of the four counties in the control and the treatment group.

Table 1: Distribution of Subjects by Location

County	Control Group	Treatment Group
Dane	18	18
Green	14	14
Iowa and Lafayette	18	18
TOTAL	50	50

The above restriction in the randomization was necessitated due to administrative problems arising from the location of the home visitors relative to the clients and the cost of travel involved.

There was a wide range of age in the whole population: from 18 years to 77 years. Also the number of women enrolled was more than the number of males. Table 2 and Table 3 give the distribution of age and distribution of sex respectively, in the control and the treatment groups.

Table 2: Distribution of Subjects by Age in the Control and the Treatment Groups

Age Range	Control Group	Treatment Group
Below 25 years	5	3
25-40	18	25
41-55	15	15
Over 55 years	12	7
TOTAL	50	50
Overall age range	18-74	17-77
Mean Age	43.3	40.7

Table 3: Distribution of Subjects by Sex in the Control and the Treatment Groups

Sex	Control Group	Treatment Group
Males	13	16
Females	37	34
TOTAL	50	50

The control group was designed to serve as a comparison for the treatment group. The members of the treatment group were visited by the home visitors one hour per week or as long and often as the client had need. The clients were helped in accordance with the basic goals of the program. The home visitors provided helping relationships as a friend, assisted in dealing with the content materials and encouraged the watching of the TV programs. The control group had no access to the home visitors but had free access to watching the TV programs and to requesting the content materials if they so desired. No personal inducement was given to the control group to request the content materials or to watch the TV programs. However, they were aware of this on-going program as a consequence of promotional campaigns.

The experimentation was carried out through a 20 week period. The details of this structured program are provided in RFD Second Year Report. Within two weeks after the end of the treatment period, each participant in the control and the treatment groups was given a test battery consisting of six measures. The test was individually administered to each of the participants by the field staff supervisors.

The Measures

The measures are broadly divided into three main categories:

1) Achievement
2) Attitude
3) Behavior.

The achievement part consits of three separate measures consistent with the cognitive aspects of the RFD behavioral objectives. Conforming with a three-track system with coping skill as the main track and verbal and the numerical skills as the supporting tracks, three separate achievement measures consisting of the coping skills, verbal skills, and the numerical skills were used. Supposedly with a change in achievement or with other designed contacts through the program, a change in attitude would also be expected. To monitor the change in attitude, two measures were taken. One of the attitude measures relates to the internal-external control locus, and the other relates to the attitude towards education. The change in behaviors was monitored by a single measure based on the transitional behavioral objectives of the RFD program. Thus, a total of six measures (dependent variables) were taken on each subject.

The rationale and procedures for developing instruments for the above measures and their psychometric properties is described elsewhere in this report. The instruments employed for measuring the above six dependent variables are the following:

1) Communications skills - It was measured by the first part of the Wisconsin Test of Adult Basic Education (WITABE). It was a tailor made test designed to measure verbal ability of the members

in the control and the treatment groups.

2) Computational skills - It was measured by the second subtest of WITABE, which was also a tailor made test.

3) Coping skills - It was measured by the third part of WITABE, and was tailor made for the purpose.

All the above subtests are consistent with the behavioral objectives of the RFD program and are designed to measure abilities of the control and treatment groups at the level of their performances.

4) Internal-External control - Wisconsin Adult Attitude Inventory (WIAAI) Part 1 was specially developed to minitor internal-external control locus for disadvantaged adults. It measures the degree to which an individual considers his environment under his control or due to fate or luck.

5) Attitude towards education - Wisconsin Adult Attitude Inventory (WIAAI) Part II was used to measure the attitude towards education. This was also a specially constructed scale suited to be used with disadvantaged adults. The scores reflect the degree of positive attitude toward learning or education.

6) Measure of Behaviors - "The World About Me" was developed to measure the level of the actual behaviors possessed by the persons in the control and the treatment groups. "The World About Me" is a listing of the statements of behaviors drawn randomly from the transitional behavioral objectives of the RFD program.

Data Collection

Within two weeks after the termination of the program, the field staff supervisors were assigned the task of administering the test battery to each individual in the control and the treatment groups. The above six subtests were in the form of a single booklet. The instruments were self administering and in all cases were power tests, that is the participants could take as much time as they wanted to respond to all the items. In no case was the test time longer than was approximated on the test booklets.

For the final evaluation, eight of the participants, four from the control and four from the treatment group, were not available for testing due to various reasons. Those unavailable for testing were either hospitalized, moved to an unknown address or did not want to participate. It will be assumed that this drop in the participants from the control and the treatment groups is comparable and does not lead to biasing to a significant degree.

Data Analysis

The design is essentially a one-way analysis of variance with the control and the treatment group as the two levels of the factor. Six dependent measures were obtained on each subject.

A multivariate test was performed on the data using the Multi-variance FINN Version 4 program (1968) to test the Null hypothesis that there is no difference between the control and the treatment groups on any of the six measures - verbal ability, numerical ability, coping skill, internal-external control, attitude toward education, or behaviors.

Table 4 gives the cell frequencies and Table 5 gives the observed cell means with standard deviations indicated in parentheses.

Table 4: Frequencies in the Control and Treatment Groups

	Cell	Frequency
1.	Control	46
2.	Treatment	46
	TOTAL	92

Table 5: Observed Cell Means for Each of the Dependent Variables

Cell	Verbal	Numerical	Coping	Int-Ext	Attitude	Behaviors
1	13.11 (5.50)	13.41 (4.94)	25.48 (9.42)	49.37 (10.21)	76.63 (19.26)	39.09 (9.59)
2	14.13 (4.49)	13.20 (4.24)	26.76 (5.82)	49.80 (6.20)	78.07 (8.19)	41.54 (7.17)

Results and Discussion

The F-ratio for an overall multivariate test of equality of mean vectors was1.0558. This ratio was not significant for 6 d.f. in the numerator and 79 d.f. in the denominator (the degrees of freedom in the denominator was 79 instead of 85 because 6 of the missing measures had to be estimated) at 0.05 level. The test was significant at a p value less than 0.3956.

An overall multivariate F-test being not significant at a level of .05, indicates that there is no significant statistical difference in any of the six variables between the control and the treatment groups.

Although the test is not significant at the usually specified arbitrary statistical level of .05, a search for any change in any of the variables will be attempted on the ground that for a program like RFD, for underprivileged adults and lasting for a brief span of 20 weeks, any possibilities of shooting over stringent statistical criteria are rare. Especially when we are looking to the effect of home visitors alone in the context of the whole project where a TV and content center were also a part, perhaps massive changes in effect may not be expected. This is similar to a point raised by Peter Rossi[*] of the National Opinion Research Center who analogically said that "the introduction of modern medicine and modern sanitation procedures into a country which has had neither can very dramatically reduce morbidity and mortality, ... but each new gain in morbidity and mortality can be expected to be smaller and more difficult to achieve."

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[*] "Boobytraps and Pitfalls in the Evaluation of Social Action Programs," in Proceedings of the American Statistical Association, 1966.

This suggests that a statistically non-significant result in the home visit component does not necessarily mean that the program as a whole (TV, Content and H.V.) had no effect. It could also be possible that the effect of TV and the content center components was there (both in control and treatment) and larger effects could not be produced by introducing the home visit component.

Hence, we will look for any trends in change due to treatment (H.V. component) to surmise if given longer treatment, the effect could be statistically significant. Of course this will mean more cost toward bringing about such a change.

Table 5 gives the means for the control and treatment groups for each of the variables. It is evident that the cell means in the treatment group are generally higher than in the control group, except for the numerical skills. Also, of the six dependent variables, the largest difference in the treatment and the control groups is in the behaviors. The next largest difference is on the verbal and coping skills. The difference in means in the attitude scores is quite low, so that it can hardly be attributed to change beyond random variation.

To see what criterion level would have made such a small change statistically significant, we will reason that a univariate test could be used to test the variables of interest (behavior, verbal and coping).

Table 6 gives the sample correlation matrix between the six dependent variables. The three factors are discernible from this matrix. The first was the achievement factor, comprising the verbal, numerical and the coping skills; the second was the attitude factor, comprising the internal-external construct and the attitude towards education; and the third was the behavioral factor, dealing with "The World About Me."

Table 6: Sample Correlation Matrix

	Verbal	Numerical	Coping	Int-Ext	Attitude	Behaviors
Verbal	1.000					
Numerical	.827	1.000				
Coping	.764	.803	1.000			
Int-Ext	.294	.396	.367	1.000		
Attitude	.324	.354	.392	.636	1.000	
Behaviors	.371	.325	.323	.489	.405	1.000

The same three factors were also evidenced in the component analysis of the correlation matrix. The three factors accounted for 56.66%, 20.47% and 12.40% of variance, thus accounting a total of 89.53% variance.

This means that it will not be unreasonable to use the univariate test of the equality of means for the behaviors at least. Table 7 gives the univariate F-ratios for each of the six variables and the probabilities at which they are significant.

Table 7: Univariate F-ratio for Each of the Variables and the Significance Probabilities

Variable	Hypothesis Mean Square	Univariate F	p less than
1. Verbal	24.011	0.9529	0.3316
2. Numerical	1.087	0.0513	0.8214
3. Coping	37.837	0.6174	0.4341
4. Int-Ext	4.348	0.0609	0.8056
5. Attitude	47.348	0.2162	0.6431
6. Behaviors	138.794	1.9363	0.1675

The univariate test shows that behaviors would have been significant statistically if our criterion were at 0.17 level. In other words, if we say that behaviors have changed, we will be wrong on the average 17 out of 100 times in doing so.

We cannot look separately to verbal and coping skill univariate tests because they are strongly correlated. Hence, we can only say that there is some positive change in the verbal and numerical skills as indicated by the means of the two groups.

INTERNAL EVALUATION

RFD FIELD DEMONSTRATION
TERMINATION SURVEY REPORT

RFD FIELD DEMONSTRATION TERMINATION SURVEY REPORT

Survey Deliminations and Methodology:

This report pertains to a survey conducted on the effecttiveness of some aspects of the RFD program delivery system, comprising three functions, vis., TV programs, independent home study materials, and Action Line telephone service.

The survey was conducted by mailing a questionnaire (p.234) and obtaining responses from two distinct groups of people. One of the groups was composed of mothers receiving aid to dependent children (ADC) in Dane County. There were 1,272 individuals in this group, all females, to whom the questionnaires were sent. The second group of 2,950 respondents came from the RFD mailing list. This list included the names of every individual who made contact with RFD in any way as a participant, such as requests for home study materials, home visitor contacts, use of RFD Action Line, or even inquiries for incidental information. This list does not contain the names of any professional educator or professional social worker, except as a private individual in the ways specified above.

The questionnaires were sent during June 1971, two weeks after the termination of the RFD field demonstration. Each questionnaire was sent by regular mail service, and was accompanied by a cover letter and a self-addressed, postpaid envelope in which the respondents were to return their responses. The questionnaire contained 19 questions, five requesting des-

RFD

Have you watched the RFD television program? Please let us know how you liked it. We would appreciate your returning this form in the enclosed envelope.

Thank you.

1. Have you ever watched the RFD television program?
   yes _____ no _____

   If no, skip to question 12.

2. How often did you watch RFD?
   once _____ occasionally _____ often _____ regularly _____

3. How did you like RFD?
   poor _____ fair _____ good _____ excellent _____

4. Did you learn from RFD?
   no _____ not much _____ some _____ a lot _____

5. What did you learn?

6. Did you learn things that you think you will use?
   no _____ maybe _____ probably _____ already have used _____

7. Did you see things that you already knew?
   no _____ some _____ a lot _____ most _____

8. How easy was the show to understand?
   very clear _____ good _____ not clear _____ confused _____

9. In general, what did you like best?

10. In general, what did you like least?

11. How would you like to see the programs changed?

12. Did you ever send for any RFD materials?
yes _____ no _____

13. How did you like the materials?
poor _____ fair _____ good _____ excellent _____

14. How would you like to see the materials changed?

15. Did you ever use the Action Line?
yes _____ no _____

16. Were you satisfied with the Action Line?
no _____ so-so _____ very much _____ yes _____

In order for us to know what kind of people like the program would you mind answering these questions.

17. How old are you? _________

18. What is the last grade you completed in school? _________

19. How many children live with you? _________

Please use the back of these sheets for any other comments.

criptive responses and the remainder required putting a mark in the appropriate space. An average of ten minutes was required to respond to all the questions. The format was simple and easy to follow.

The analysis reported here is from the responses received up to October 1, 1971.

The first analysis is done on the data obtained from ADC mothers in Dane County. The second analysis is on the data from the members of RFD mailing list. The third analysis is on only the data from those members of the RFD mailing list whose educational level is less than high school. The reason for pulling out a sub-group from the comprehensive mailing list is to compare how a group which can be said to be RFD's potential clients, differs in their evaluation of RFD with the evaluation of all of the members of the RFD mailing list. The third group will be called the "RFD potential client like group."

Report of ADC Mothers Group

Questionnaires were sent to 1,272 mothers in the group. Of this number 201 (15.8%) questionnaires were returned.

Group characteristics were determined from the responses to questions 17, 18 and 19 which asked the respondents to give their age, number of years in the school, and the number of children living with them.

Q 17. Age-Responses on age were given by 134 out of 201 (68.1%) persons. The distribution by age is:

Age Group	Number of Persons	%
26-30	40	29.8
31-40	54	40.3
41-50	33	24.6
over 51	7	5.2
	134	100.0

Q 18. Educational level - There were 124 (61.7%) out of 201 who answered the question on the number of years the respondent attended school. The distribution of responses is:

Years in school	number of persons	%
less than 8	7	5.6
8-10	29	23.4
11-12	60	49.2
Business & Technical	2	1.6
1-2 college	13	10.5
3-4 college	8	6.5
More than above	5	4.0
	124	100.0

Q 19. Number of children living with the respondent - 178 out of 201 (88.6%) answered this question. The distribution table is given below:

Number of children	number of persons	%
0	2*	1.1
1-2	93	52.2
3-5	73	41.0
more than 5	10	5.6
	178	100.0

* It is not possible to say precisely why two of the ADC mothers reported no children.

Responses to the TV programs

Questions 1 through 11 asked the respondents to express their opinions regarding RFD TV programs. Distribution of responses to each question is given below:

Q 1. Have you ever watched RFD television programs?

yes - 47 out of 201 (23.4%)   No - 154 out of 201 (76.6%)

Q 2. How often did you watch RFD? (of those who saw TV program)

Responded - 40   Not responded - 7

Once	0	(0%)
Occasionally	27	(67.5%)
Often	8	(20.0%)
Regularly	5	(12.5%)

Q 3. How did you like RFD? (of those who saw TV program)

Responded - 44   Not responded - 3

Poor	3	(6.8%)
Fair	2	(4.8%)
Good	26	(59.1%)
Excellent	13	(29.5%)

Q 4. Did you learn from RFD? (of those who saw TV program)

Responded - 42   Not responded - 5

No	4	(9.5%)
Not much	2	(4.8%)
Some	27	(64.3%)
A lot	9	(21.4%)

Q 5. What did you learn?

Household hints	9	About local events	1
Recipes - cooking ideas	5	About social agencies	1
Money-time saving ideas	3	About wills	1
General information	2	About car care	1
About Wisconsin history	2	Sewing hints	1
Budgeting	2	Gardening	1
Exercises	2	About health	1
Where to find information	1	About guests	1

Q 6. Did you learn things that you think you will use?

(of those who saw TV programs)

Responded - 42 Not responded - 5

No	4	(9.5%)
Maybe	5	(11.9%)
Probably	11	(26.2%)
Already have used	22	(52.4%)

Q 7. Did you see things that you already knew?

(of those who saw TV programs)

Responded - 44 Not responded - 3

No	1	(2.3%)
Some	29	(65.9%)
A lot	6	(13.6%)
Most	8	(18.2%)

Q 8. How easy was the show to understand? (of those who saw TV program)

Responded - 44 Not responded - 3

Very clear	24	(54.5%)
Good	17	(38.6%)
Not clear	1	(4.6%)
Confused	2	(2.3%)

Q 9. In general, what did you like best?

All of it	10
Household hints	6
Recipes - cooking ideas	5
Presentation	2
Action Line	2
Interview - guests	2
Jim Mader	2
Gardening ideas	2
Country music	1
Puppet	1
Information	1
Money saving ideas	1
Sewing ideas	1
Scenery	1
Health,safety, sanitation	1
Nothing	1

Q 10. In general, what did you like least?

Music	3
Bad show time	2
Not educational	1
Puppet	1
Too many subjects per show	1
Haphazardness, no planning	1
Moves too fast	1
Interview with stars	1
Interview with children	1
Telling how to make a place for things,e.g., basket on door	1

Q 11. How would you like to see the programs changed?

Continue as such	5	Less of puppet	1
Would not change	2	Involve local people	1
At different times	3	Eliminate guest stars	1
More shows	1	Less relating to farming	1
Hour show	1	More applied to housewife	1
Cover fewer topics	1		
Slower pace	1	More general information	1
More publicity about show	1	More hints	1
More on budgeting	1	More on gardening	1
Political promises - results	1	More on conservation	1
		More on current social problems	1

Responses to Home Study Materials by ADC Mothers

Questions 12-14 in the questionnaire asked the respondents to express their opinions regarding RFD content materials. The distribution of responses is given below:

Q 12. Did you ever send for RFD materials?

Yes - 21 (10.4%)

Not responded - 6 (3%)

No - 174 (86.6%)

Q 13. How did you like the materials? (of those who sent for materials)

Poor	0 (0%)
Fair	1 (4.8%)
Good	10 (47.6%)
Excellent	10 (47.6%)

Q 14. How would you like to see the materials changed? (of those who sent for materials)

Wouldn't	3
More simple, meaningful, useful for low income	2
More on budgeting	1
More on recipes and menus	1
Money saving recipes	1
For elderly menu for good nutrition	1

Responses on Action Line by ADC Mothers

Questions 15 and 16 were included to determine whether ADC mothers utilized the Action Line for problem-solving.

The following responses were obtained:

Q 15. Did you ever use the Action Line?

Yes - 8 (4%) out of 201

No - 193 (96%)

Q 16. Were you satisfied with the Action Line?(of those who used Action Line)

No - 0 (0%)

So-so - 1 (12.5%)

Very much - 1 (12.5%)

Yes - 6 (75%)

Summary of ADC Mothers Group Characteristics

Of those ADC mothers who returned the questionnaire, (15.8%) the mean age was 37 years. The median educational level of the respondent group is 11-12 years of school grades completed, and the median number of children for the group is 1-2 children.

Summary of the TV Program Reactions by ADC Mothers

In summary, out of a total of 1,272 questionnaires sent to ADC mothers, 15.8 percent of them sent back their questionnaires. From a total of 201 questionnaires received, it is indicated that 23.4 percent of these people actually saw the TV program. The majority of the viewers saw it occasionally and rated the TV programs mostly good to excellent. A majority of them expressed that they did learn something from the programs and

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half had already applied what they had learned. A majority of the viewers felt that they already knew some of the information presented. Though the program was liked by the respondents in general, the items which were most favorite are household hints, recipes and format of presentation.

No suggestions recommending improvements or changes in the program carried strong respondent support. Some, however, expressed the feeling that the timings of the showings should be changed. This is an odd response since each TV program was shown four days during the week at four different times during the day.

Summary of Responses to Content Materials by ADC Mothers

In summary, of the total 201 who sent back their questionnaires 21 persons (10.4%) requested the content materials. Of those who received the materials about one-half thought that the materials were excellent and an equal number thought that the materials were good. Only a few mothers responded to the question how the content materials could be improved. It might be rationalized that most of the subject matter or information desired by these mothers are already included in the RFD Content Centers.

Summary of Responses to Action Line by ADC Mothers

The Action Line was used by 8 of the 201 (4%) ADC mothers who sent back their questionnaires. Of those who used the Action Line, for the most part, almost all of them indicated a very favorable response towards it.

REPORT OF RFD MAILING LIST GROUP

The RFD mailing list group consisted of names of 2,950 participants to whom the questionnaires were sent. The return of questionnaires from this group was 917 (31.1%).

Group characteristics

As in the analysis of ADC mothers group, the group characteristics were obtained by using the responses of the returned questionnaires. Questions 17, 18 and 19 pertain to age, number of years in school and the number of children. The distribution of responses to each question are listed below.

Q 17. Age - Out of 917 questionnaires received, 867 (94.5%) indicated their ages and 50 (5.5%) did not answer the question. Age distribution table is:

Age	3 Persons	%
25	56	6.46
26-30	87	10.03
31-40	176	20.30
41-50	181	20.88
51-60	188	21.68
over 60	179	20.65

Q 18. Educational level - Out of 917 respondents, 865 (94.3%) answered the question about their educational level. The following distribution table gives their responses:

No. of Years in School	# Persons	%
less than 8	17	1.96
8-10	119	13.76
11-12	334	38.61
Business College Technical School	26	3.00
1-2 years college	123	14.22
3-4 years college	165	19.08
more than 4 years college	81	9.37

Q 19. Number of children living with respondent - out of 917, (91.9%) respondents, 843 indicated the number of children that live with them. The distribution table of responses is given below.

Number of children	# Persons	%
0	355	42.11
1-2	268	31.79
3-5	184	21.83
more than 5	36	4.27

Responses on TV Showing

Questions 1 through 11 in the questionnaires related to the TV component of the program. The responses indicated below are based on 917 out of 2,950 or 31.1 percent of the questionnaires returned. A distribution of responses to each question is given below.

Q1. Have you ever watched the RFD television program?

Responded - 917 Did not respond - 0

Yes	784	(85.5%)
No	133	(14.5%)

Q 2. How often did you watch RFD? (of those who saw TV programs)

Responded - 744 (98.7%) Did not respond - 40

Once	34	(4.5%)
Occasionally	252	(33.9%)
Often	241	(32.4%)
Regularly	217	(29.2%)

Q 3. How did you like RFD? (of those who saw TV programs)

Responded - 744 (98.7%) Did not respond - 40

Poor	3	(0.4%)
Fair	69	(9.3%)
Good	360	(49.4%)
Excellent	312	(41.9%)

Q 4. Did you learn from RFD? (of those who saw TV programs)

Responded - 734 Did Not Respond - 50

No	4 (0.5%)
Not much	41 (5.6%)
Some	458 (62.4%)
A lot	231 (31.5%)

Q 5. What did you learn:

Total responses 819 (Some responded more than once)

Household hints (364), recipes - cooking ideas (126), general information (53), about state (50), about people and from interviews (24 + 19), money management, saving, better shopping (21), on where to get information and solve problems (20), gardening ideas, hints about fertilizers (11), health, safety (9), nutrition, diet (9), exercising (10), Wisconsin history (15), household repairs (9), conservation (6), legal affairs, citizen rights (8), consumer information and protection (6), general review (4), about farm (4), local area, cities, events (5), laundry tips (4), about antiques (3), masonry (3), children (3), master mixes (3), government agencies and how to contact (2), sewing hints (2), decorating ideas (2), time saver ideas (3), rural living (2), human relations (2), adult learning can be easy, interesting (2), good philosophy of life (2), and Dr. Joyce Brothers (2), new techniques (1), Indian history (1), do-it-yourself ideas (1), about cars, driving, maintenance (1), comfort index (1), camping (1), like the whole program (1), some of my thinking outdated (1), Jim Mader's farm (1), building a pond (1), NFA (1), there is much help for the disadvantaged (1).

Q 6. Did you learn things that you think you will use?

(of those who saw TV programs)

Responded -713 Did Not Respond - 71

No	9 (1.2%)
Maybe	86 (12.1%)
Probably	225 (31.6%)
Have used already	393 (55.1%)

Q 7. Did you learn things that you think you already knew?

(of those who saw TV programs)

Responded - 719 Did Not Respond - 65

No	26 (3.6%)
Some	562 (78.2%)
A lot	93 (12.9%)
Most	38 (5.3%)

Q 8. How easy was the show to understand? (of those who saw TV programs)

Responded - 727 Did Not Respond - 57

Very Clear	481 (66.2%)
Good	239 (32.9%)
Not clear	3 (0.4%)
Confused	4 (0.5%)

Q 9. In general what did you like best?

Total responses 920 (Some persons responded more than once) Household hints (202), Jim Mader (125), recipes - cooking ideas (106), all of it (77), clarity of presentation (28), variety (26), interviews (79) - with stars - 27; with others - 52, repetition of shows, information, new ideas (20), places to visit, travel features (29), information about state (28), informal format (18), demonstrations (11), music (12), Edsel (9), guests (10), folksy feel down to earth (8), general enjoyment (7), information on where to find information and solve problems (12), interviews with local, prominent people (6), money management, money saving ideas (15), consumer information (8), farm visit (8), nutrition diets (5), useful, informative, fun (4), shorts (4), about children (4), local sites, people (3), gardening (3), exercise (3), social problems (3), connects city people with farm living (3), Johnny Cash (3), family show (2), simplicity (2), relaxed pace (2), about conservation (2), home repairs (2), help older people (2), Shirley Young (2), Chief Black Hawk (2), master mix recipe (2), relevance (1), humor (1), people involved (1), services offered (1), technical discussions (1), materials prompt (1), reliability of sources (1), don't play down to rural viewer (1), availability of information (1), outdoor programs (1), antiques (1),"how to" department (1), farming hints (1), about health (1), science topics (1), human communications topics (1), information on local, national problems (1), education for children (1), tips for better living (1), Eddie Albert (1), program on friends (1), show on point (1), Mader's description of rural living (1).

Q 10. In general, what did you like least? Total responses - 306
Nothing (43), interview with stars (84), poor filming music (23), too short (16), sound unclear (14), too simple (14), couldn't get station (10), time of broadcast (8), repetition, broadcast at different times (5), puppet (26), children (5), some quests, talent (4), hints, homemaking ideas (6), recipes, cooking ideas (4), too drawn out (2), Goose Island Ramblers (2), too rustic entertainment (2), not concentrated enough, too much covered too fast (9), Jim Mader (3), one rural setting (3), wasn't interesting (2), on farming (4), too much on Wisconsin history (2), the fact that it is taped (1), jazzy way picture flickered on screen (1), gimmicks with staging (1), some sequences too

long (1), long openings, closing (1), too costly (1), people on show (1), flashbacks to celebrity comments (1), homemaker's voice (1), too much emphasis on some local personalities (1), not in color (1), "That's a good tip from RFD" (1), information about future shows (1), hints come too fast (1), address given too quickly (1).

Q 11. How would you like to see the program changed?

Total responses - 501 (some persons responded more than once)

Continue or don't change the program (195), make it more advanced - adult (23), change timings (21), make longer shows (19), more local people, leaders, officials (15), better filming, sound, in color (14), cover fewer but better topics (12), more on Wisconsin places and people (14), more hints (16), more recipes (10), more on gardening, landscaping (10), eliminate interviews with stars (10), more on sewing, upholstering (9), more on ecology, conservation, forestry (7), Wisconsin history and folklore (6), more on low priced hobbies (6), more on small building projects (7), more on consumer information (5), on law (5), eliminate puppet, use people (5), clearer details on where to write (5), constant time of showing (4), more experts and University people (4), more demonstration (4), on money management and shopping (4), on health (3), comparison and problems of rural, city life (3), farming hints (3), have regular series of tips, demonstrations in one area (3), local projects, events (3), faster pace (3), include ideas for teens, all ages (3), on food preservation (2), decorating (2), rural living (2), county aid (2), short tours (2), more updated information (2), art appreciation, longer interviews (2), less entertainment, more information (2), sponsor TV TS and college courses (2), less corny (1), smoother presentation (1), more guests (1), more popular people (1), more interviews (1), and interview in home situation (1), don't have taped interviews (1), interview participants (1), make Jim Mader a more distinctive character (1), make Miss Young more enthusiastic (1), more music (1), some old time music (1), better music (1), less of theme song (1), use a variety of state bands (1), present play or act (1), more religious emphasis (1), local attraction reviewed (1), have contests (1), geared to average income family (1), send complete program of shows (1), take out 30 second spots, too disjointed (1), concentrate on one area/week, 5 minutes per unit per week (1), places interesting to retired people (1), state officials duties, offices (1), politics (1),fishing recreation ideas (1), show family projects and hobbies (1), insurance (1), income tax (1), stock market (1), education (1), do it yourself projects (1), how to do (1), on natural food (1), on cake decorating (1), how to find family tree (1), games for children (1), ideas of more universal interest (1), no gourmet cooking (1), less on pollution (1), stop shows (1).

Responses on Content Materials

Out of 917 (31.1%) persons who returned questionnaires, 711 (77.5%) indicated that they had sent for content materials. Questions 12, 13 and 14 related to the content materials. The following responses were obtained from those who had sent for materials.

Q 13. How did you like the materials?

Responded - 711

Poor	13	(1.7%)
Fair	68	(9.6%)
Good	346	(48.7%)
Excellent	284	(40.0%)

Q 14. How would you like to see the materials changed?

Total responses given - 247

Wouldn't (94), too simple, make more adult (30), excess paper, make less bulky and wasteful (18), too much sent (14), send quicker (13), send more materials (9), couldn't get what wanted (7), got papers late (6), too concise (5), make detailed (5), more on recipes (5), more on sewing (3), some too complicated (2), make more complete (2), too detailed (2), some not practical (2), eliminate expensive binder, provide complete list of materials (2), make government bulletins available through RFD (2), condense recipes to file card size (2), more on crafts (2), too academic (1), use simplest form possible (1), it is more summary type and less explanatory (1), too general (1), difficult to file (1), add more colorful pictures (1), use both sides of paper (1), use paper bound booklets rather than loose leaf (1), don't waste time, paper on correspondence saying materials are coming (1), have one blank for each content center (1), have materials sent regularly (1 per month) (1), have weekly bulletin, include good index with each unit (1), homemakers send in favorite recipes (1), government materials so simple (1), game about balanced menus too simple (1), have bigger variety (1), more on hints (1), health (1), knitting (1), human relations (1), money (1), heredity (1), environment (1).

Responses on Action Line

Questions 15 and 16 in the questionnaire related to the Action Line component. The responses are:

Q 15. Did you ever use the Action Line?

Responded - 853   Did not respond - 64

Yes	300	(35.2%)
No	553	(64.8%)

Q 16. Were you satisfied with the Action Line?

Responded - 300

No	22	(7.3%)
So-So	32	(10.7%)
Very much	97	(32.3%)
Yes	149	(49.7%)

Summary of Group characteristics of RFD Mailing List Group

The tables above indicate that the audience in this group has a very wide span in their age as well as educational level. The median age group of this audience is 41-50 years. The educational level ranges from less than 8th grade to more than 4 years in college. Slightly more than half of the respondents had less than 12 years of school education.

The table above also indicates that nearly 75 percent of the persons had less than 2 children, and nearly one-fourth had 3 or more children. The 42 percent who are childless might fall into two age groups. One of lower age, unmarried or recently married and the other 41 years and older whose children may have grown and were living away from home. (It may be noted that 63.21 percent of this group is 41 years and older).

Summary of TV Program Reactions by RFD Mailing List Group

Of those who returned the questionnaire, 85.5 percent actually watched the TV shows. Approximately two-thirds indicated that they saw the shows often or regularly while about one third indicated that they saw the shows occasionally. Ninety percent of them indicated that the show was "good" or "excellent," 9.3 percent thought that it was "fair" and a negligible number (0.4%) indicated that it was "poor." Ninety four percent indicated that they had learned from the program, and 55.1 percent said they had already used things mentioned in the program. In addition, 31.6 percent indicated probable future use. About 12 percent were not sure if they would ever use anything from the program. However, almost all of them indicated that they already knew something at least before they saw it on the program. Almost all of them rated the programs "good" on clarity and understandability.

Respondents were also asked what particular things they had learned, what things they liked least, what things they liked best, and hwo they would like to see the program changed. The most frequently learned things from the program were the household hints, cooking ideas, and general information, money management and about people. Almost all other things in the programs were mentioned but by fewer people. It appears that they learned the things they liked best. The things they liked best in rank order are: household hints, cooking ideas, interviews and information about the state. To be especially noted is that 77 people (8.4%) stated that they liked all of it, and 105 (11.4%) that they liked Jim Mader best.

The least liked things in the program were "interviews with stars," "Puppet," and "music." Also, some of their dislike comes from poor reception and timing because a good many indicated that they had problems in getting the station or that the show times did not suit them. On being asked how they wanted to see the program changed, most of them replied not to change or to continue as such. Some did feel that the program was a little too simple and needed to be more adult-like - more advanced. It may be that these responses came from college educated persons, but no attempt was made in the analysis to explore this.*

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* The analysis of responses from "Potential RFD client like group" sheds some light on this hypothesis. See page 255 of this report.

Summary of Responses to Content Materials by RFD Mailing List Group

To summarize, 77.5 percent of those who returned the questionnaires received the content materials. A total of 88.7 percent thought that the materials were "good" or "excellent." Nearly 10 percent felt that the materials were of "fair" quality and 1.7 percent thought that they were of "poor" quality. When these people were asked, how would they like to see the materials changed, their responses indicated that they did not want any change. Others indicated that the materials were very easy and therefore needed to be made adult like. The detailed responses are given above.

Summary of Responses to Action Line by RFD Mailing List Group

Of those who responded to question 15, 35.2 percent actually used Action Line. Of those who used Action Line, 82 percent were very satisfied with the Action Line, 10.7 percent felt "so-so" and 7.3 percent were dissatisfied with Action Line.

Response on "Comments"

The respondents were also asked to express freely regarding anything that they felt uppermost in their minds regarding RFD. Out of 917 persons who returned questionnaires only 74 persons wrote their comments. Seventeen of the responses indicated that "RFD is a necessary show." Other comments which occurred more than once were: program is a good idea (9), would like to have watched (6), it is a program all the family can enjoy (5), it is learning without leaving home (5).

INTERNAL EVALUATION

REPORT OF RFD POTENTIAL CLIENT-LIKE GROUP

REPORT OF RFD POTENTIAL CLIENT-LIKE GROUP

The"RFD potential client-like group" has been derived out of the RFD 861 Mailing List. They include only those whose educational level is less than high school. A total of 917 questionnaires were returned from the RFD Mailing List out of which 152 (16.58%) belonged to the "potential client-like group."

Group Characteristics

Group characteristics were determined from the responses to questions 17, 18 and 19 which asked the respondents to fill in their age, number of years in school, and the number of children living with them.

a) Age - Responses on age were given by 151 (99.34%) of 152 persons. The distribution of ages is:

Age group	Number of persons	%
less than 25 years	13	8.61
26-35	14	9.27
36-45	14	9.27
46-55	28	18.54
56 and over	82	54.31

b) Educational level- All 152 individuals responded to the question about formal education.

No. of years in school	Number of persons	%
11	15	9.87
10	14	9.21
9	11	7.24
8	93	61.18
less than 8	19	12.50

c) Number of children living with respondent- 145 out of 152 (95.39%) indicated the number of children that live with them.

Number of children	Number of persons	%
0	92	63.45
1-2	20	13.79
3-4	18	12.41
5 or over	15	10.35

Responses on TV program

Questions 1 through 11 in the questionnaire asked about the TV programs. The distribution of responses below is based on 152 questionnaires.

1. Have you ever watched the RFD Television program?

Responded - 152 Did not respond- 0

Yes	130 (85.53%)
No	22 (14.47%)

2. How often did you watch RFD?

Responded - 128 (98.46%) Did not respond -2

(from those who saw TV)

Once	4 (3 .12%)
Occasionally	29 (22 .66%)
Often	50 (39 .06%)
Regularly	45 (35 .16%)

3. How did you like RFD? (of those who saw TV programs)

Responded - 128 (98.46%) Did not respond -2

Poor	0	(0.0%)
Fair	9	(7.03%)
Good	60	(46.88%)
Excellent	59	(46.09%)

4. Did you learn from RFD? (of those who saw TV programs)

Responded- 125 (96.15%) Did not respond - 5

No	0	(0%)
Not much	4	(3.20%)
Some	71	(56.80%)
A lot	50	(40.00%)

5. Did you learn things that you think you will use?

(of those who saw TV programs)

Responded - 125 (96.15%) Did Not Respond - 5

No	2	(1.60%)
Maybe	14	(11.20%)
Probably	52	(41.60%)
Have used already	57	(45.60%)

6. Did you learn things that you think you already knew?

(of those who saw TV programs)

Responded 128 (98.46%) Did not respond - 2

No	9	(7.03%)
Some	104	(81.25%)
A lot	9	(7.03%)
Most	6	(4.69%)

7. How easy was the show to understand? (of those who saw TV programs)

Responded - 128 (98.46%) Did not respond - 2

Very clear	70	(54.69%)
Good	54	(42.19%)
Not clear	3	(2.34%)
Confused	1	(0.78%)

8. What did you learn?

Total responses - 84 (some responded more than once)

Hints (56), Tips and ideas (8), household hints (17), safety hints (3), cooking hints and recipes (22), other hints (6), buying ideas (2), understanding rural life (2), legal affairs (2), laundry methods (2), history of Wisconsin (3), better health (2), how to reach people, where to go, who to see, what to do (1), sanitation ideas (1), revised forgotten things (1), about stars (3), meal planning (1), interview with people (7), lots of questions answered (1).

9. In general, what did you like best?

Total responses - 114 (some people responded more than once) Liked everything (30), various "how to" hints (11), cooking ideas and recipes (18), interview with stars (14), interview with guests or important people (11), questions and answers (4), Jim Mader (6), interview with children (2), feature on small town or New Glarus (5), presentation (3), music (2), Wisconsin history (2), about antiques (1), nutrition (1), having show on 4 days (1), new ideas (1), Blue Goose Rambler (2).

10. In general, what did you like least?

Total responses - 44 (some responded more than once) Completely satisfied or disliked nothing (20), interviews with stars or guests (8), music; they reported that background noisy - (2), puppet (3), not completing a subject (1), Goose Island Ramblers (2), show altogether too short (2), recipes (3), about cars (1), show times not good (1), farm areas (1).

11. How would you like to see the program changed?

Total responses - 51 (some responded more than once) Do not change or just fine or keep as it is (26), trouble getting Channel 21 (3), more recipes and hints (5), add on sewing (2), increase time to one hour (2), more general information (3), more Wisconsin folklore (1), more question-answer (1), add on mortgages (1), don't use puppet (2), addresses given too fast (1), current events (1), add how to choose quality products (1), eliminating violence (1), how to stop disloyalties and dishonesties in government (1).

Responses on content materials

The frequency of responses given below are based on 152 questionnaires from the individuals who belonged to "RFD client-like group." Questions 12, 13 and 14 in the questionnaire related to the content materials.

12. Did you ever send for any RFD materials?

Responded -	152	Did not respond - 0
Yes	127 (83.55%)	
No	25 (16.45%)	

13. How did you like the materials? (of those who sent for materials)

Responded -127		Did not respond - 0
Poor	3 (2.36%)	
Fair	8 (6.30%)	
Good	57 (44.88%)	
Excellent	59 (46.46%)	

14. How would you like to see the materials changed?

(of those who sent for materials)

Total responses - 26 (some gave more than one response)

They responded as follows: do not change and liked what I received (17), add sewing and knitting ideas (2), material should be on a higher level or make more adult like (2), don't duplicate information already from state agency (1), more colorful pictures (1), avoid expensive binders (1), add on flower arrangement (1), cake decorating (1).

Responses on ACTION LINE

Questions 15 and 16 in the questionnaire related to the Action Line. The frequency of responses are given below:

Q 15. Did you ever use the Action Line?

Responded - 152 Not responded - 0

Yes	53 (34.87%)
No	99 (65.13%)

Q 16. Were you satisfied with the Action Line? (of those who used Action Line)

Responded - 53 Did not respond - 0

No	1 (1.89%)
So-so	5 (9.43%)
Very much	16 (30.19%)
Yes	31 (58.49%)

Summary of characteristics of RFD client-like group

This group has been pulled out of the RFD mailing list which is a listing of names of people from many walks of life. It is interesting to note that if we slice the comprehensive mailing list on the basis of educational level (less than 12th grade education), a very characteristic group of people emerges from this list. More than half of these people are 56 years and older. They (56 years or older) are the people whose educational level is 8th grade or less, and their children have left home. About 20% of them are between the ages of 46 and 55 and nearly 25% are less than 45 years of age. A cursory glance on the data indicates that educational level increases with decreasing age in this group, also the lower the age, the greater the number of children living with them. The group is formed of nuclear families with possibly several small children and a common thread of low educational level among the parents.

Summary of responses on TV programs

A very large proportion (86%) of this sub group watched the TV program. Nearly 75 percent of those who watched, saw the program often or regularly. About 92 percent rated the show "good" or "excellent." None rated the show "poor" and only 7 percent rated it "fair." Asked if they learned from RFD, 40 percent responded "a lot",and 57 percent "some." Again, none indicated "no" in response to this question. About 45 percent of the people indicated that they had already used something that they learned through the program. Forty two percent stated that they "probably" will use something. One and six-tenth percent indicated that they learned nothing they will use. A large percentage (81%) indicated that they had already known some things they saw in the program. About 7 percent did not previously know anything and about 12 percent knew quite "a lot" about the substance of the program. On being asked, how easy was the show to understand, 97 percent stated that the show was "good" or "very clear," but 3 percent did not think so.

Among the responses to the question asking what they did learn, most frequent were hints, recipes and interviews. Others, but less frequent were knowledge of legal affairs, Wisconsin history, interview with stars, health care, understanding rural life.

Asked what they liked best, the single most frequent (27%) responses were "liked everything." Specifically mentioned were hints, recipes, cooking ideas, interviews with stars and quests. Less frequent, but also mentioned were Jim Mader, feature on small town and presentation.

On being asked, what did you like least, the single most frequent (45%) response was "disliked nothing." Specifically mentioned least liked, but with much smaller numbers of people were interview with stars, puppet, music (because the background was noisy) and Goose Island Ramblers. Some 6 percent of the responses indicated that they did not like the recipes.

Asked how they would like to see the program changed, about 50 percent responded "just fine." There were no worthwhile suggestions for improving the format or substance of the program. A few indicated their preferences included topics like sewing, how to eliminate violence, more general information, more recipes and more on folklore. It was also indicated that the RFD address and telephone numbers were given too fast for one to write them down.

Summary of responses on content materials

The first question on the content material was to find out how many people actually sent for materials. Eighty-four percent of this group (127 out of 152) actually sent for materials. About 90 percent of them stated that the materials sent to them were "good" or "excellent." Only 2.3 percent thought that the materials were "poor," and 6.3 percent rated the materials as "fair."

Asked how they would like to see the materials changed, 73 percent offered no changes. A few people (5 or 6) indicated a preferences for adding materials like: sewing and knitting ideas, cake decoration and flower arrangement. Two people indicated a desire for the materials to be more adult like.

A much larger proportion of the total RFD mailing list indicated the same preference. The two responses from this group lends support to the hypothesis made earlier that perhaps more educated people feel that the material is so easy that it is not adult like.

Summary of Responses on Action Line

The first question about the Action Line was to determine how many people actually used it. Thirty five percent (53 out of 152) stated that they had. Asked if they were satisfied with Action Line, about 90 percent indicated "very much." Only one person stated that he was not satisfied and about 10 percent rated his satisfaction "so-so."

Summary of Responses on Comments

The last question provided an opportunity for the respondent to make comments. A number of interesting comments were made, from a philosophical evaluation of the program to objective remarks about its content and format. But it was commented again and again: "I miss RFD," "come next fall," "keep it up," "Jim is great." Many seemed to be irritated that they could not receive Channel 21. The respondents generally expressed satisfaction and their gratification for the effort. None made an adverse comment.

INTERNAL EVALUATION

EVALUATION OF EFFECTIVENESS
OF HOME VISITORS
INTERVIEW-QUESTIONNAIRE

Evaluation of Effectiveness of Home Visitors Interview-Questionnaire

For the evaluation of the home-visit component, a field experiment was conducted in which, from a pool of potential RFD clients, 50 persons were assigned randomly to a control group and an equal number of persons were assigned randomly to a treatment group. A complete description of the experimentation and sampling is described in earlier sections of this report.

To evaluate the effectiveness of the home-visitor, two techniques were used. The first was the Wisconsin Adult Basic Education Assessment Battery which measured cognitive and affective changes. It is reported elsewhere in this report. The other technique employed a comprehensive interview seeking information from the subjects of both the control and treatment groups based on the objectives of the RFD program. It is the purpose of this section to describe the interview data.

Methodology - A comprehensive questionnaire was devised (see page) to assess the attainment of the behavioral objectives of the RFD program. It was designed to be administered by interviewers. Four interviewers (who previously served as home-visitors) were given a one day training session focused on soliciting responses to the questionnaire. It was emphasized that responses to the questions should be elicited only after fully exploring the extent of achievement of an objective. Thus the responses were not based on the whims of the subjects and a uniformity of scoring procedure was subjectively attained by using the interviewers. The interviewers were assigned to reach the subjects on the basis of minimum travel cost.

Psychometric Laboratory
University of Wisconsin

RFD EVALUATION QUESTIONNAIRE

1. Did you watch the RFD television program? Yes___ No___

2. If yes, how often did you watch? __________

3. Did you have a home study visitor? Yes___ No___

4. Did you order RFD materials? Yes___ No___
   Did you get what your ordered? Yes___ No___
   Did the materials you received provide you with the information you desired? Yes___ No___

5. If yes, which materials did you order?

6. Did you ever see the Almanac? Yes___ No___

7. Did you use the Action Line? Yes___ No___

8. Did you hear RFD radio programs? Yes___ No___

9. How did you hear about RFD?

10. In what ways do you think you have changed as a result of RFD?
(Interviewer must draw person out and be sure to note idiosyncratic changes and comments.)

11. Has RFD in any way improved your: Explain.

a) personal development

b) family relations

c) handling of money

d) use of community services to help yourself (library, parks, playgrounds, ag. extension, sheriff, police, fire dept)

e) use of social services such as Social Security benefits, visiting nurse, stamp food plans, etc.

f) appreciation of your environment

g) work on the job

h) communication with other people

i) health

12. How much do you think you have learned as a result of RFD?

	None	A Little	A Lot
a) arithmetic	______	______	______
b) reading	______	______	______
c) writing	______	______	______
d) local & national politics	______	______	______
e) home safety	______	______	______
f) understanding people	______	______	______
g) using local services	______	______	______
h) communicating with strangers on the telephone	______	______	______
i) home and farm management	______	______	______
j) job skills	______	______	______

13. Do you use recipes or formulas for mixing things?
Yes___ Sometimes___ No___

14. Do you use mail order catalogues? Yes___ Sometimes___ No___

15. Do you sew and alter clothing or do home repairs?
Yes___ Sometimes___ No___

16. Do you use patterns for sewing clothing or use blueprints for building? Yes___ Sometimes___ No___

17. Do you use the yellow pages in the telephone book?
Yes___ Sometimes___ No___

18. Do you use road maps? Yes___ Sometimes___ No___

19. Do you read to children? Yes___ Sometimes___ No___

20. Do you read newspapers? Yes___ No___

21. Do you read magazines? Yes___ No___

22. Do you read the sports page or woman's page in the newspaper?
Yes___ Sometimes___ No___

23. If you have school age children, do you visit their teachers?
Yes___ Sometimes___ No___

24. If you have children, do you help them with their homework?
Yes___ Sometimes___ No___

25. Do you read appliance or equipment instruction manuals?
Yes___ Sometimes___ No___

26. Do you can meat, fruits and vegetables? Yes___ Sometimes___ No___

27. Do you have a library card? Yes___ No___

28. Do you use a library? Yes___ Sometimes___ No___

29. Do you yourself read letters from relatives and friends?
Yes___ No___

30. Do you write letters to relatives and friends? Yes___ No___

31. Do you write to your government representatives? Yes___ No___

32. Do you write letters of complaint? Yes___ Sometimes___ No___

33. Do you use a dictionary? Yes___ No___

34. Do you or your spouse make menus for the day or week?
Yes___ Sometimes___ No___

35. Do you read the advertisements before you go shopping for groceries?
Yes___ Sometimes___ No___

36. Have you filled out work application forms? Yes___ No___

37. Do you have a driver's license? Yes___ No___

38. Do you vote? Yes___ Sometimes___ No___

39. Do you keep and read identifying labels on medicines, poisons and other home chemicals? Yes___ Sometimes___ No___

40. Do you know the difference between fact and opinion in politics and other crucial areas of concern? Yes___ Sometimes___ No___

41. Do you listen with purpose to radio and television news and information programs? Yes___ Sometimes___ No___

42. Do you keep a simple budget for one month periods? Yes___ No___

43. Can you determine the price of a single item when the article is being sold in sets of 2,3,4 and 5? Yes___ No___

44. Can you use the index of a book to find specific information? Yes___ No___

45. Do you know how to seek advice and action from local, state and national agencies? Yes___ Sometimes___ No___

46. Do you keep and balance a bank checking account? Yes___ No___

47. Do you figure and complete your own income tax forms? Yes___ No___

48. Do you read and question any document before signing your personal signature? Yes___ Sometimes___ No___

49. Do you get along well at work with fellow workers and do you carry out instructions well on the job? Yes___ Sometimes___ No___

50. Have you been improving your job skills? Yes___ No___

51. Have you sought advanced skills through vocational school programs? Yes___ Sometimes___ No___

Name: ____

Age: _____

The questionnaire responses were obtained during October and November, 1971, about 18 weeks after the termination of the program. The unduly long time interval between the end of the program and interview lead to the unavailability of many a subjects. Some did not wish to give time for this interview, a few were apprehensive of divulging any personal information, and a large number of people had moved to other places. The analysis is based on the assumption that the missing responses from both the control and treatment groups are comparable and do not lead to significant bias.

The responses to various questions are summarized below. Questions 1 through 9 give a descriptive view about the amount of treatment given to the control and treatment groups. Questions 10 through 49 provide data about the attainment of each of the objectives.

Primary Information Regarding the Program

Questions	Control Group Responses	Treatment Group Responses
1. Did you watch the RFD TV program?		
Yes	19 (65.5%)	33 (86.8%)
No	10 (34.5%)	5 (13.2%)
2. If yes, how often did you watch?		
Not at all	3 (10.3%)	1 (2.6%)
1-3 times	7 (24.1%)	11 (29.0%)
4-8 times (once in a while)	5 (17.2%)	11 (29.0%)
9-15 times (about 1/2)	5 (17.2%)	4 (10.5%)
Once a week	4 (13.8%)	6 (15.8%)
More than once a week	4 (13.8%)	3 (7.8%)
No answer	1 (3.6%)	2 (5.3%)

3. Did you have Home Study Visitor?

Yes	1* (3.5%)	38 (100%)
No	28 (96.5%)	0 0%

4. Did you order RFD materials?

Yes	18 (62.0%)	36 (94.7%)
No	11 (38.0%)	2 (5.3%)

*incidental personal contact by Mrs. Rufener, Home Visitor

4a. Did you get what you ordered?

Yes	15 (83.3%)	32 (84.2%)
No	3 (16.7%)	2 (5.3%)
Not always		4 (10.5%)

4b. Did the materials provide you with the information you desired?

Yes	15 (51.7%)	32 (84.2%)
No	3 (10.3%)	2 (5.3%)
Not always		4 (10.5%)'

6. Did you ever see the Almanac?

Yes	21 (72.4%)	35 (92.1%)
No	7 (24.1%)	3 (7.9%)
Not answered	1 (3.5%)	

7. Did you use the Action Line?

Yes	5 (17.2%)	14 (36.8%)
No	24 (82.8%)	24 (63.2%)

8. Did you hear RFD radio program?

Yes	9 (31.0%)	11 (29.0%)
No	20 (69.0%)	27 (71.0%)

RESPONSES SHOWING THE ATTAINMENT OF EACH OBJECTIVE

12. How much do you think you have learned as a result of RFD?

	Response Categories	Control	Treatment	Chi-square
a) Arithmetic	None	18 (72.0%)	28 (73.7%)	2 df.
	A little	6 (24.0%)	7 (18.4%)	0.593
	A lot	1 (4.0%)	3 (7.9%)	
	Not answered	4 (13.7%)		
b) Reading	None	16 (64.0%)	20 (52.6%)	2 df.
	A little	6 (24.0%)	13 (34.2%)	0.878
	A lot	3 (12.0%)	5 (13.2%)	
	Not answered	4 (13.8%)		

	Response Categories	Control	Treatment	Chi-square
c) Writing	None	22 (75.9%)	30 (79.0%)	2 df.
	A little	2 (6.9%)	5 (13.2%)	0.547
	A lot	1 (3.5%)	2 (5.2%)	
	Not answered	4 (13.7%)	1 (2.6%)	
d) Local & national politics	None	19 (76.0%)	25 (65.8%)	2 df.
	A little	4 (16.0%)	10 (26.3%)	0.947
	A lot	2 (8.0%)	3 (7.9%)	
	Not answered	4 (13.8%)		
e) Home safety	None	11 (44.0%)	10 (26.3%)	2 df.
	A little	9 (36.0%)	18 (47.4%)	2.122
	A lot	5 (20.0%)	10 (26.3%)	
	Not answered	4 (13.8%)		
f) Understanding people	None	11 (44.0%)	17 (44.7%)	2 df.
	A little	10 (40.0%)	16 (42.1%)	0.103
	A lot	4 (16.0%)	5 (13.2%)	
	Not answered	4 (13.8%)		
g) Using local services	None	16 (64.0%)	26 (68.4%)	2 df.
	A little	6 (24.0%)	7 (18.4%)	0.287
	A lot	3 (12.0%)	5 (13.2%)	
	Not answered	4 (13.8%)		
h) Communicating with strangers on the phone	None	20 (83.3%)	25 (65.8%)	2 df.
	A little	1 (4.2%)	10 (26.3%)	5.013
	A lot	3 (12.5%)	3 (7.9%)	
	Not answered	5 (17.2%)		
i) Home and farm management	None	14 (56.0%)	17 (45.9%)	2 df.
	A little	8 (32.0%)	14 (37.8%)	0.627
	A lot	3 (12.0%)	6 (16.3%)	
	Not answered	4 (13.8%)	1 (2.6%)	
j) Job skills	None	20 (83.3%)	24 (64.9%)	2 df.
	A little	4 (16.7%)	11 (29.7%)	2.996
	A lot	0 (0.0%)	2 (5.4%)	
	Not answered	5 (17.2%)	1 (2.6%)	
13. Do you use recipes or formulas for mixing things?	Yes	18 (62.1%)	24 (63.2%)	2 df.
	Sometimes	7 (24.1%)	9 (23.7%)	0.009
	No	4 (13.8%)	5 (13.1%)	
14. Do you use mail order catalogs?	Yes	14 (48.3%)	17 (44.7%)	2 df.
	Sometimes	6 (20.7%)	13 (34.2%)	1.750
	No	9 (31.0%)	8 (21.1%)	

	Response Categories	Control	Treatment	Chi-square
15. Do you sew and alter clothing or do home repairs?	Yes	17 (60.7%)	25 (65.8%)	2 df.
	Sometimes	9 (32.1%)	8 (21.1%)	1.385
	No	2 (7.2%)	5 (13.1%)	
16. Do you use patterns for sewing clothing or use blue prints for buildings?	Yes	16 (55.2%)	16 (42.1%)	2 df.
	Sometimes	3 (10.3%)	5 (13.2%)	1.126
	No	10 (34.5%)	17 (44.7%)	
17. Do you use the yellow pages in the telephone book?	Yes	23 (79.3%)	22 (57.9%)	2 df.
	Sometimes	5 (17.2%)	10 (26.3%)	4.125
	No	1 (3.5%)	6 (15.8%)	
18. Do you use road maps?	Yes	12 (41.4%)	22 (57.9%)	2 df.
	Sometimes	5 (17.2%)	5 (13.2%)	1.808
	No	12 (41.4%)	11 (28.9%)	
19. Do you read to children?	Yes	12 (44.4%)	14 (38.9%)	2 df.
	Sometimes	11 (40.7%)	10 (27.8%)	2.976
	No	4 (14.9%)	12 (33.3%)	
	Not answered	2 (6.9%)	2 (5.3%)	
20. Do you read newspapers?	Yes	27 (93.1%)	31 (88.6%)	1 df.
	No	2 (6.9%)	4 (11.4%)	0.383
	Not answered		3 (7.9%)	
21. Do you read magazines?	Yes	25 (86.2%)	29 (82.9%)	1 df.
	No	4 (13.8%)	6 (17.1%)	0.135
	Not answered		3 (7.9%)	
22. Do you read the sports page or woman's page in the newspaper?	Yes	19 (65.5%)	22 (59.5%)	2 df.
	Sometimes	6 (20.7%)	9 (24.3%)	0.253
	No	4 (13.8%)	6 (18.2%)	
	Not answered		1 (2.6%)	
23. If you have school age children, do you visit their	Yes	13 (72.2%)	17 (68.0%)	2 df.
	Sometimes	0 (0.0%)	5 (20.0%)	5.027
	No	5 (29.8%)	3 (12.0%)	
	Not applicable	11(37.9%)	13 (34.2%)	
24. If you have children, do you help them with their homework?	Yes	9 (50.0%)	9 (37.5%)	2 df.
	Sometimes	3 (16.6%)	9 (37.5%)	2.188
	No	6 (33.4%)	6 (25.0%)	
	Not applicable	11(39.9%)	14 (36.8%)	
25. Do you read appliance or equipment instruction manuals?	Yes	22 (78.5%)	30 (79.0%)	2 df.
	Sometimes	2 (7.3%)	2 (5.3%)	0.1183
	No	4 (14.2%)	6 (15.7%)	
	Not answered	1 (3.5%)		

	Response Categories	Control	Treatment	Chi-square
26. Do you can meat, fruits, or vegetables?	Yes	14 (48.3%)	19 (50.0%)	2 df.
	Sometimes	1 (3.5%)	2 (5.3%)	0.175
	No	14 (48.2%)	17 (44.7%)	
27. Do you have a library card?	Yes	5 (17.2%)	7 (18.9%)	1 df.
	No	24 (82.8%)	30 (81.1%)	0.030
	Not answered		1 (2.6%)	
28. Do you use a library?	Yes	5 (17.9%)	7 (18.9%)	2 df.
	Sometimes	6 (21.4%)	5 (13.5%)	0.715
	No	17 (60.7%)	25 (67.6%)	
	Not answered	1 (3.5%)	1 (2.6%)	
29. Do you yourself read letters from relatives and friends?	Yes	23 (79.3%)	36 (94.7%)	1 df.
	No	6 (20.7%)	2 (5.3%)	3.723
30. Do you write letters to relatives & friends?	Yes	21 (75.0%)	28 (82.4%)	1 df.
	No	7 (25.0%)	6 (17.6%)	0.5010
	Not answered	1 (3.5%)	4 (10.5%)	
31. Do you write to your government representatives?	Yes	7 (25.0%)	9 (23.7%)	1 df.
	No	21 (75.0%)	29 (76.3%)	0.016
	Not answered	1 (3.5%)		
32. Do you write letters of complaint?	Yes	8 (27.6%)	5 (13.2%)	2 df.
	Sometimes	5 (17.2%)	9 (23.7%)	2.267
	No	16 (55.2%)	24 (63.1%)	
33. Do you use a dictionary?	Yes	24 (82.8%)	31 (86.1%)	1 df.
	No	5 (17.2%)	5 (13.9%)	0.1388
	Not answered		2 (5.3%)	
34. Do you or your spouse make menus for the day or week?	Yes	4 (14.8%)	4 (10.5%)	2 df.
	Sometimes	7 (25.9%)	12 (31.6%)	0.4134
	No	16 (59.3%)	22 (57.9%)	
	Not answered	2 (6.9%)		
35. Do you read the advertisement before you go shopping for groceries?	Yes	16 (55.2%)	23 (60.5%)	2 df.
	Sometimes	5 (17.2%)	8 (21.1%)	0.821
		8 (27.6%)	7 (18.4%)	
36. Have you filled out work application forms in the past year?	Yes	11 (40.7%)	12 (32.4%)	1 df.
	No	16 (59.3%)	25 (67.6%)	0.468
		2 (6.9%)	1 (2.6%)	

	Response Categories	Control	Treatment	Chi-square
37. Do you have a driver's license:	Yes	17 (60.7%)	20 (54.1%)	1 df.
	No	11 (39.3%)	17 (45.9%)	0.288
	Not answered	1 (3.5%)	1 (2.6%)	
38. Do you vote?	Yes	17 (58.6%)	25 (65.8%)	2 df.
	Sometimes	4 (13.8%)	3 (7.9%)	0.692
	No	8 (27.6%)	10 (26.3%)	
39. Do youkkeep and read identifying labels on medicines, poisons and other home chemicals?	Yes	26 (92.8%)	37 (97.4%)	2 df.
	Sometimes	1 (3.6%)	1 (2.6%)	1.439
	No	1 (3.6%)	0 (0.0%)	
	Not answered	1 (3.5%)		
40. Do you know the difference between fact and opinion in politics and other crucial areas of concern?	Yes	8 (28.6%)	12 (31.6%)	2 df.
	Sometimes	9 (32.1%)	14 (36.9%)	0.425
	No	11 (39.3%)	12 (31.5%)	
	Not answered	1 (3.5%)		
41. Do you listen with purpose to radio & TV news and information programs?	Yes	23 (82.1%)	31 (81.6%)	2 df.
	Sometimes	4 (14.3%)	6 (15.8%)	0.072
	No	1 (3.6%)	1 (2.6%)	
	Not answered	1 (3.5%)		
42. Do you keep a simple family budget?	Yes	16 (59.3%)	20 (55.6%)	1 df.
	No	11 (40.7%)	16 (44.4%)	0.086
	Not answered	2 (6.9%)	2 (5.3%)	
43. Can you determine the price of a single item when the article is being sold in sets of 2,3,4, and 5?	Yes	23 (85.2%)	31 (81.6%)	1 df.
	No	4 (14.8%)	7 (18.4%)	0.146
	Not answered	2 (6.9%)		
44. Can you use the index of a book to find specific information?	Yes	28(100.0%)	34 (89.5%)	1 df.
	No	0 (0.0%)	4 (10.5%)	3.138
	Not answered	1 (3.5%)		
45. Do you know how to seek advice and action from local, state and national agencies?	Yes	22 (78.7%)	24 (63.2%)	2 df.
	Sometimes	2 (7.1%)	7 (18.4%)	2.218
	No	7 (14.2%)	7 (18.4%)	
	Not answered	1 (3.5%)		

	Response Categories	Control	Treatment	Chi-square
46. Do you keep and balance a bank checking account?	Yes	17 (65.4%)	20 (58.8%)	1 df.
	No	9 (34.6%)	14 (41.2%)	0.258
	Not answered	3 (10.4%)	4 (10.5%)	
47. Do you figure and complete your own income tax forms?	Yes	1 (3.6%)	5 (14.7%)	1 df.
	No	27 (96.4%)	29 (85.3%)	2.178
	Not answered	1 (3.5%)	4 (10.5%)	
48. Do you read and question documents before signing your personal signature?	Yes	28 (96.6%)	32 (84.2%)	2 df.
	Sometimes	0 (0.0%)	3 (7.9%)	3.114
	No	1 (3.4%)	3 (7.9%)	
49. Do you get along well at work with fellow workers and do you carry out instructions well on the job?	Yes	19 (86.4%)	24 (85.8%)	2 df.
	Sometimes	1 (4.5%)	2 (7.1%)	0.197
	No	2 (9.1%)	2 (7.1%)	
	Not answered	7 (24.1%)	10 (26.3%)	
50. Have you been improving your job skills?	Yes	15 (62.5%)	18 (58.1%)	1 df.
	No	9 (37.5%)	13 (41.9%)	0.111
	Not answered	5 (17.2%)	7 (18.4%)	
51. Have you sought advanced skills (vocational school programs)?	Yes	12 (44.4%)	10 (27.0%)	2 df.
	Sometimes	0 (0.0%)	2 (5.4%)	3.197
	No	15 (55.6%)	25 (67.6%)	
	Not answered	2 (6.9%)	1 (2.6%)	

Results: The tabled values of x^2 for 1 df and 2 df are 3.841 and 5.991 respectively to reject the null hypothesis at 0.05 level of significance. Scanning the calculated values of Chi-square in the last column indicate that none of the 49 hypotheses tested at 0.05 level can be rejected. In other words, the responses of the control and the treatment groups when categorized as shown in the data do not reflect any differences with a probability of 0.95.

Since the statistical tests do not show any difference in the control and the treatment groups, a comparison of the description of responses in Questions 9, 10 and 11 was not considered useful.

In conclusion, the results show the comparative effect of the Home Visitors only, which have been concluded as non-significant. However, these results do not say anything regarding the effectiveness of TV and the Content Center part of the RFD program, since both the groups had access to the TV and Content Center parts. As has been emphasized in Evaluation Report using Wisconsin Adult Basic Test Battery, it is quite possible (and there are indications from other reports) that TV component and Content Center component effected both the groups significantly and equally, but massive changes could not be brought about in further change in the treatment group by introducing Home Visit component.

EXTERNAL EVALUATION

REPORT OF

EXTERNAL EVALUATION TEAM

FOR PROJECT RFD

Human Factors Research Laboratory
Colorado State University
Fort Collins, Colorado
July 1972

This report prepared pursuant to University of Wisconsin Contract, Number BW-591257-2 with Colorado State University.

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General Summary

Introduction

Project RFD is a demonstration project in Adult Basic Education funded under the provisions of Section 309(b) of the Adult Education Act of 1966. The project has operated during the 1970, 1971, and 1972 fiscal years with a total funding of $708,000. The project has operated at the University of Wisconsin - Extension which is in Madison, Wisconsin.

The external evaluation was conducted by a team of five persons from Colorado State University, Fort Collins, Colorado. The evaluation work was funded by project monies with a sub-contract written between Colorado State University and the University of Wisconsin. The contract was made on the basis of a proposal submitted by the team to a Request for Proposal for evaluation issued by Project RFD. This report presents the findings and judgments of the team.

The following persons were the team members: all from Colorado State University.

Mr. Preston Davis, Director, Office of Educational Media
Dr. Mary Helen Haas, Professor of Vocational Education
Dr. Ronald Wykstra, Professor of Economics
Dr. Henry Cross, Professor of Psychology and co-director of the evaluation study.
Dr. Douglas Sjogren, Professor of Education and co-director of the evaluation study.

A considerable amount of description of the project is included in this report. It is recommended, though, that the person who wants in-depth descriptive information obtain copies of the reports listed in the reference list at the end of this report.

Purpose and Method of the Evaluation Study

Our perception of the purpose of the External Evaluation study was that of validation. The primary concern seemed to be one of having an independent group of knowledgeable persons observe, study, and make judgments about the project with respect to its internal operation and its potential application. Such judgments have been made by the Project RFD staff on the basis of information gathered in a quite comprehensive internal evaluation effort. The question for the external evaluation then is whether an independent group will arrive at the same judgments using essentially the same information base.

The overall purpose of the external evaluation is reflected in the six purposes stated in the call for sealed bids issued by the project. The purposes, listed below, served as the objectives of the external evaluation study.

1. To review the accomplishments of the project in design, field testing, and evaluation.
2. To assess the extent to which the project achieved its objectives.
3. To assess the extent to which data collection has been adequate to the requirements of the research.
4. To assess and make judgments about the design and execution of the internal research.
5. To relate cost to accomplishments.
6. To prepare a report that will be readily incorporated into the final project report.

The team operated much like an accrediting team. Much of the information for the evaluation study was in the form of reports issued by the Project RFD staff. They have done a good job of preparing descriptive narrative reports of the project as it has proceeded. The narrative not only describes what occurred, but also includes the rationale for the decisions that were made.

The Psychometric Laboratory at the University of Wisconsin did the internal evaluation for the project. The lab has produced several reports on various aspects of the project. These reports were available to the team, and provided valuable information for the external evaluation.

Members of the team visited the project and interviewed many people who were associated with the project. A total of 10 man-days were spent on the site by the team and about 50 persons were interviewed. Those interviewed included project staff, former staff, participants, ABE personnel, advisory committee members, and several persons in the University hierarchy. The information obtained in the interviews was an important supplement to that available in the reports.

During the time of the study, the team met several times to review the information that had been obtained, and to decide on information needs. These meetings permitted the team members to check their impressions against the others, and to stimulate the thinking of the team. Generally, the team meetings occurred before and after a member or members visited the project.

From a methodological point-of-view we felt that having all the evaluation team members from one institution facilitated the study. We were able to interact quite often over a period of time. This seemed to help us to clarify our thinking and check our perceptions of the project.

This report then is of our judgments of the project. The first section of the report contains a brief description of the project and a summary statement on the attainment of the project goals. The subsequent sections are essentially critiques of the conceptualization, development and operation of each of the components of the project. The final section is a cost analysis of the project.

Overview

Project RFD was conceived as a method or model for delivering educational opportunity to the rural adult. More specifically the project proposed to deliver educational opportunity to the rural adult who is undereducated, i.e. Adult Basic Education. Essentially the project was a demonstration and test of two related ideas. First, it was a demonstration and test of a delivery system that might have many kinds of application. Second, it was a demonstration and test of materials designed to provide educative experiences for undereducated adults.

The needs for the delivery system and for the educative experiences were quite well documented in the first proposal. Furthermore, the rationale for the model and for the experiences seemed to be sound. The proposed demonstration and test was well-conceptualized and seemed to have a reasonable probability of success even though it should be considered a high-risk type of project. The models are detailed in references one and two.

The fidelity of the project as it was conducted with its conceptualization was fair. Several changes were made in both of the basic ideas from conceptualization to operation. The basic ideas, however, did persist and the project as conceptualized was certainly recognizable in the operation.

The critiques of each component present specific detail on the changes from conceptualization to operation. A summary of the changes is presented here for those readers who only want an overview.

Quoting from the first-year proposal the original goal of the project was:

> "Development of a...rural adult basic education and continuing education demonstration and research project utilizing educational television, individualized home study instruction techniques, and a personalized home contact instruction and evaluation plan....
>
> ...By combining these three elements, the University and State of Wisconsin propose to demonstrate a new approach to providing adult basic education courses for the rural disadvantaged."

The television component was regarded as the "basic instructional and motivational tool". The half-hour programs were to be designed "to introduce educational concepts of importance to the entire student group and to motivate the student prior to the programmed, variable-speed, home study phase of the instruction."

The home study component was intended to consist of materials that would be used by the student in his home setting much in the nature of correspondence courses. They were to be designed so that the student could proceed at his own pace. Several areas of study were intended including basic literacy, family life and consumer education, social relations, conservation, enjoyment of life, and others. The materials were to be for those with elementary level reading skills.

The home-contact component was intended as a procedure for instructing, motivating and counseling, and for evaluation of the student's progress. The "Home Study Aide" was to provide direct instruction.

In the ideal sense, the intent was that a student would view a TV program that would provide some basic instruction and stimulate interest. Then the student would receive the home-study materials that were appropriate. The home visitor would interact with the student weekly and answer questions, instruct, counsel, and provide incentive for persisting in the program.

The first year of the project was devoted to the development of the materials and procedures for operationalizing the demonstration. Several decisions were made during the first year that resulted in changes in the conceptual design. The three main components; television, home-study, and home visit were still included and some new components were added; an action line, a newspaper or almanac, and a radio show.

The intent for the television component changed somewhat. Surveys were conducted on viewing likes and dislikes. On the basis of the surveys and careful consideration of the potential of television, it was decided that the TV component would be designed to serve primarily in a motivational function. A "magazine show" format was developed for the twenty half-hour programs that were used in the demonstration. The shows contained interviews with personalities, helpful hints on buying, cooking, home repair, etc., and short spots on topics like conservation, insurance, social security, etc.

The home study component changed considerably during the first year. On the basis of surveys and consultation two major decisions were made. First, the emphasis changed. Whereas literacy skills were emphasized in the original proposal, the intent of the home study materials after the first year of work had changed to a broader concept of literacy. The primary emphasis shifted to materials on what were called coping skills.

Coping skills were defined as the skills and knowledge needed to interact effectively in one's environment. It was decided that materials would be made available in five general areas called content centers. The content center topic areas were entitled, "About Me", "About Me and Others", "About Me and My Money", "About My Work", and "Me and My Community. Materials on the usual literacy skills, the three R's, were to be available still, but only on specific request or on a decision made by the student with the home visitor.

The second major decision was with respect to assumptions about the reading level of the coping skills materials. The original plan was to develop materials for reading levels 0-8. Actually, it was intended that the materials be written at three levels roughly equivalent to K-2, 3-5, and 6-8. On consultation, it was decided to prepare only one set of reading materials with a reading equivalency of about grade 5. This decision was probably a good one from the practical viewpoint in that it reduced the amount of materials that had to be produced. On the other hand, the decision did compromise the original Adult Basic Education objective somewhat.

The conceptualization of the home visit component also changed during the first year planning period. The intent that the home visitor would be a motivator, counselor, and friend was maintained but the instructional function of the home visitor was de-emphasized. One fact about the home visit component became obvious during the planning year. This was that there was a very real limit on the number of home visits that could be made. It was decided that the home visit component would be used with 50 persons in the demonstration.

With respect to the action line, almanac, and radio show, it is not clear from the reports just when these were conceptualized. The action line component is described in the second year report and is rationalized as a feedback linkage between the participant and the program. The learner audience had a direct communicative link with RFD and the members were provided a means for solution of personal problems.

The purpose of the almanac is not clearly enunciated in any report. It appears to have been designed as a motivational device in that it is a procedure for regular contact with the audience. The specific need for which it was designed is not clear to us, however.

The radio program is not described either. Apparently its purpose was to do some of the same things as the TV programs in homes where there was no TV. We feel this medium might have been used more than it was.

The second year of the project was the development and demonstration year. The twenty TV tapes were produced, the home study materials were selected and/or written, the home visitors were hired and trained, the evaluation procedures were developed, and the sample for the demonstration study was selected. All was supposedly in readiness for the demonstration study by January 1. There was some slippage, however, and although the demonstration study started on schedule, it was hampered by the fact that all was not ready.

Actually there were two demonstration studies. One study was an experiment in which two random samples with an N of 50 in each were drawn from a population of an identified target audience in the four counties served by WHA-TV. One sample, hereafter called the treatment group, had access to all components. The received the TV programs, received the home study materials, had home visitation, and had access to the action line, almanac, and radio program. The other sample, the control group had access to every component except the home visitation. The sampling procedures were such that this study appeared to be a well-controlled experiment in which the independent variable categories were having or not having home visitation. The critique of the design section of this report indicates some of the problems that were encountered in this study.

The second demonstration study was done with the rest of the population in the WHA-TV viewing area. The entire population had access to every component but the home visitation. Extent of participation was studied. This study is also critiqued in the design section of this report.

The third year of the project has been devoted to analyzing and reporting the evaluative information, revising and writing materials for national dissemination, conducting dissemination activities, and planning next steps.

Was Project RFD successful? It has been said in many ways that there are many sides to truth. So it is with RFD. It was not a failure nor was it the success some might have hoped. Some things were done very well, some things were not done at all as expected. A model was implemented and educational experiences were delivered, but the model is not, nor should it be expected to be, the final solution to adult education.

A reading of the critique sections will reveal the specific reasons for our middle-of-the-road conclusions. As a conclusion to this summary statement, however, we have reviewed each of the original objectives of the project and offered our judgment of the extent to which the objective was attained.

Objective One - Demonstrate the effectiveness of an integrated television, home study, home contact and visit program for rural ABE students.

This objective was really the overall goal of the project. This objective was attained to some extent in that the project did develop and carry through a method for delivering educational activities to adults. Furthermore, the delivery system did include all the components.

Three key words in this objective are "effectiveness", "integrated" and "rural". An attempt was made to integrate the components, but the integration was not effected well in the demonstration. There was little evidence that the TV programs were designed to stimulate interest in materials in the content center. The home visitors and the participants with whom we visited saw little or no correlation among the three components except for the home visitor helping the participant obtain materials. The TV programs did include spots where materials in the content center were mentioned and information was provided on how to obtain the materials. New materials were described each week, however, and it is unlikely that the participant in the target audience would be ready for new material on a weekly basis. Also any single TV program did not reveal all of the materials that were available so the participant was not really aware of all of the alternatives. Of course, those participants who had the home visitor were likely made aware of the alternatives by the home visitors. The TV programs were very much designed with a "soft-sell" approach, perhaps too soft.

The project did many things to stimulate contact between the potential participant and the project, and these activities did serve an integrative function. The action line, post card contacts, and the extensive publicity in the project did serve to increase awareness of the many things that Project RFD had to offer.

Our judgment with respect to the integration attempt is that the project staff made a concerted effort to achieve integration of the components, but were not as successful with this intent as might have been desired. They did learn much about the problem of integrating multi-media approaches.

The second key word is effectiveness. This word implies some criteria which are not specified in this objective. The criteria are suggested, however, by some of the other objectives, and the discussion of those objectives suggests the extent of effectiveness of the project. In summary, the project did have a high level of participation in the four county area. There is some question, however, whether the participation rate was high in the target audience. Many people requested materials. The requests for materials were significantly higher in the group that had the home visitor than in the control group or the rest of the population. The home visit component apparently was effective in getting educational materials into the hands of the participant. There was little evidence, however, that there was any change in skill, knowledge, or attitude due to the project or any of its components.

The last key word is rural. The project was originally designed for a rural audience. This intent was not maintained, however, and the project was really for the total population. In fact, it appeared that in terms of absolute numbers and also proportionately, the participants generally were from the metropolitan area of Madison. Furthermore, the 100 subjects in the experiment were primarily from towns in the area rather than from farms. This does not indicate that the delivery system and materials would be ineffective with a rural audience. We still don't know.

On a 5 point scale of attainment, with 5 indicating a high degree of attainment, we rate the attainment of this objective at 3.0 to 3.5.

Objective Two - Demonstrate the effectiveness of the role of mass media in rural ABE programs.

This objective is not clear to us, again because of the terms "effectiveness", "role", and "rural". We have addressed the problems with the terms effectiveness and rural in the discussion of the first objective. The term "role" is problematic because there is no definition of just what the role is conceived to be.

If the role of mass media is to stimulate and motivate, then there is some evidence that this occurred. Many people watched the programs. A large majority of those who watched liked the programs. Many of the watchers were stimulated to contact the project for materials. These observations do indicate that assigning a stimulation role to mass media is effective.

With the definition of the role used here and disregarding the rural audience intent, we rate the attainment of this objective at 3.5 to 4.0.

Objective Three - Create a viable television-based multi-media program usable in similar situations in other parts of the country.

The project did create and demonstrate a television-based multimedia program. They have also developed a plan for use of the model in other areas along with cost estimates. The rationality or feasibility of the model is attested to by the fact that several states and other agencies have indicated an interest in using all or parts of the model. The project staff certainly believes the model is viable. They have developed a proposal to implement the model in a career education program. Many persons whom we interviewed in the University and who were not directly associated with the project, indicated a feeling that the model seemed to have promise as a method for the outreach function of the University.

The viability of the program in other situations is very much related to costs. The cost of the television and materials components would be reasonable if they are used by a large number of people over a period of time. The cost analysis of the project showed the fixed costs of these two components to be quite high but if the costs are amortized over a number of people and over time they are relatively low per unit. The same is true of the almanac and the radio show. The fixed costs for the home visit component are quite high as are the variable costs. This component is expensive and its cost increases proportionately to time and persons served. The action line component was relatively inexpensive in the project because of volunteer help. If the labor costs for action line were to have been real it likely would have been quite costly.

The generalizability of the materials is another issue with this objective. The TV programs produced for RFD are not generalizable. They contain specific references to events and places in Wisconsin. On the other hand, there are parts of each tape that might be used in other situations. The staff of the project has studied the issue of generalizability. Their position now seems to be that spots or short sequences might be developed for general distribution, but that the total program should be put together so that it uses local talent and references. It should be evident that the generalizability issue is related to costs. It also may be related to effects. A general tape would be usable in many situations and over a period of time so that its cost could be amortized to a relatively low cost per unit. Specific tapes would have to be done over so that production costs would increase as well as unit amortization costs. On the other hand, specific tapes might be more effective than general tapes in attracting and holding audiences. There is likely an optimum balance but what that point might be is not known.

The home study materials seem to be generalizable to many situations. They do not contain specific references, and the topics are quite general. A publishing house has contracted to publish much of the material for generalizability of the home study materials.

Our attainment rating of objective three is 3.5 to 4.0.

Objective Four - Demonstrate the effectiveness of an interdisciplinary family and community oriented approach to rural ABE programs.

The effectiveness issue rears its ubiquitous head again. The materials were interdisciplinary in that they were on topics that were quite general and involved principles from several bodies of knowledge.

The materials were also family and community oriented in that they dealt with concerns of everyday life: work, the family, the home, money, etc. The project did demonstrate effectiveness in this area in the sense that materials could be developed with the family and community orientation. Furthermore, the materials seem to be rational, accurate, informative, and interesting. Unfortunately there is little evidence on their effectiveness with respect to participant behavior.

Our attainment rating for this objective is 3.0 to 3.5.

Objective Five - Involve large numbers of undereducated adults not now able or willing to participate in ABE programs.

It is difficult to determine just how many undereducated adults did participate in the program. From one point-of-view it could be argued that every adult who contacted RFD was undereducated in some degree. They had a need or want for information and initiated action to obtain it. Some 3,000 adults did contact RFD for something during the five month demonstration. This is a large number.

Undereducated usually connotes a person with little education, however. Excluding the 100 persons in the experiment, the available figures suggest that about 15% of the contractors were individuals with less than an eighth grade education. This 15% figure is very near to the percent of persons with less than an eighth grade education in the four county area. The program did not attract a disproportionately large number with little education, but it also did not have a disproportionately small representation from this educational category. The typical situation is that educational programs will attract persons with education and those with little education are notable in their nonparticipation. Project RFD seems to have broken this pattern somewhat. We would predict that if the demonstration had operated for longer than five months, the participation rates of the typical undereducated adults would have increased.

The experimental study had some interesting results in terms of involvement. The 50 persons in the treatment group persisted well in the project. There were 12 drop-outs but 8 of these were in the last month. The reasons for drop-outs were generally like moving, working full-time, or family problems. There were two refusals. The treatment group had a high rate of participation in terms of viewing the programs and using the materials. Those in the control group had a higher rate of participation than the general population but not as high as the treatment group. Two conclusions are suggested:

1. The special attention given the control group during the recruitment phase seemed to stimulate them to participate even though

they did not have the home contact. This result suggests that some form of a stated commitment is conducive to participation and persistence. For example, enrollment procedures are a form of a commitment that might have a beneficial effect.

2. The home contact component was effective in stimulating involvement and participation. Exposure to education is an important first condition. In the five month demonstration, the home contact component had a positive impact on exposure. Furthermore, the efforts expended in publicity and advertising by the project seemed to have a pay-off in terms of involvement.

We feel this objective was well-attained and our rating is 4.0 to 4.5.

Objective Six - Develop a program that will improve ABE instruction while maintaining the lowest possible cost-per-pupil.

We feel this was an unrealistic objective, especially the aspect of "lowest possible cost-per-pupil". A demonstration project will usually not operate as efficiently as it could. Thus, the cost-per-pupil was quite high. Some comparisons are available. A home-based ABE program that provided four hours of instruction per week for four months to about 100 students had a cost per student of about $185. A rough allocation of project costs indicated that the cost-per-student for the treatment group was about $2,400. It must be recognized of course, that there were some 2,900 other persons who received some benefit and their cost was about $200 per student. Furthermore, these costs would be reduced considerably as the program was re-run. Even so the cost-per-pupil was high as would be expected.

There is no real evidence that the program improved ABE instruction. Materials were developed that appear to be useful and they were used. Whether they were an improvement is not known.

An objective like this one is nice to have, but, as stated, is quite unrealistic. We have to rate the attainment of the objective low, and the rating is 1.0 to 1.5.

Objective Seven - Assist in the development of skills that can lead to new careers for home-study aides and other staff members.

In contrast to Objective Six, this objective was realistic. The project was not committed to development of new careers. Rather the very realistic intent was that the staff would learn things that might lead to new careers.

Although all of the staff members were considered in the objective, it is probably correct to assume that the objective pertained primarily to the home study aides (home visitors). The home visitors did receive a considerable amount of training prior to and during the demonstration. Some dissatisfaction with the training was expressed by the home visitors. They felt they should have been able to function more as a teacher than they did. The teaching role was not regarded as the proper role by the project, however. Consequently, the training was oriented to the home visitor being able to establish a helping relationship with the student, and to knowledge of resources that were available for the student. The home visitors did indicate that they were well-trained in these areas.

It is important to note that at the end of the project two of the home visitors were hired in one of the counties to do those things they had done in the project for an Area Vocational-Technical school. Thus, even though there was no job description in any agency for a person with home visitor skills, in one county they did regard this function to be important enough to find a way to create such a job.

We rate the attainment of this objective 3.5 to 4.0. The rating might have been higher, but we judged that there were some problems with the training such that the role definition for the home visitor was not as clear as it might have been.

Objective Eight - Demonstrate involvement of disadvantaged individuals in the development and implementation of such a program.

The project did solicit and receive input from disadvantaged adults in the planning and development stages. The inputs were in the form of interest surveys, TV viewing interest surveys, and reactions to materials. These efforts were important in that they did provide good information as a basis for some of the important decisions.

The word "involvement" implies more to us, however, than being an information giver. The word connotes things like commitment, interaction, and participation in decisions. We don't feel this kind of involvement was evident. The project exhibited a fault we feel is present in too many of our educational programs. Typically we do a needs assessment (formally or informally) and then we interpret the results and decide on a program that will do something to or for somebody else. That somebody else is not involved in the interpretation and decision making. As a consequence the program is perceived by the participant as "their program" rather than "ours". We criticize RFD in this sense. Disadvantaged individuals were not represented on the advisory committee. Some did sit on a field advisory board but this board did not seem to have functioned very well.

None sat-in on any of the decision making sessions. Of the participants with whom we visited the tone was, "It was nice that the University (or government) did this for us", rather than one of really identifying with the project as "ours".

The almanac and the various feedback procedures were probably attempts to obtain identification with the project by participants. They may have had some effect in this way. Our impressions based on conversations and the obvious resistance to being interviewed by many at the end of the project, however, were that the target audience did not have a perception of being involved in the project except as a recipient of favors.

Our rating of attainment of this objective is 3.0 to 3.5.

Objective Nine - Develop participant skills in the basic fields of communication and computation while improving the capability of the target audience to exercise citizenship responsibilities.

This objective is the critical one for many of the people who will judge the RFD project. The project was funded as a demonstration in Adult Basic Education. Therefore, it should give evidence that it delivered Adult Basic Education. Unfortunately there is no strong evidence that the project met this objective very well. In the critique of the design, we have indicated some of the reasons perceived by us for the project not attaining this objective. These reasons are summarized here.

1. This objective changed after the project started. Whereas the emphasis at first was on communication and computation skills, it changed to an emphasis on coping skills. If one equates "citizenship responsibilities" with coping skills, then the objective as it actually was can be reworded as follows:

   "Develop skills of the target audience in coping with their environment while providing the opportunity to improve in the basic fields of communication and computation."

   In our judgment, even this objective stresses the communication and computation areas more than they were actually stressed in the demonstration. The project reports state that study materials were available in the literacy areas, but they were not pushed, and there is little evidence that such materials were requested or used. The TV programs generally mentioned only the coping skill materials, and the order form for materials included nothing in terms of literacy. The last few TV programs did make some mention of the possible availability of some literacy materials. In fairness to the project, it should be noted that one reason these materials were not mentioned was because of a concern that a large number of parents would order them for their children.

One of the main criticisms of the project that we heard in our interviews was that the project erred when it de-emphasized the literacy training as much as it did. The point made was that while the coping skills are important, the basic three R's are also important, and that the project should have persisted with the original objective in this area. We feel this criticism has some merit.

2. The design used in the evaluation was not especially appropriate to the objective. Actually, the main evidence of relevance to this objective is from the controlled experiment. On four general criterion measure areas (three of which were content-oriented) there were no significant differences at the .05 level between the treatment and control group means. Recall that the treatment difference was having or not having a home visitor. There is less evidence on whether receiving and using the materials and viewing the TV program had an effect. The only evidence is that the treatment group received significantly more materials than the control group, but still did not score higher on the criterion measures.

3. The demonstration as designed did not optimize the results. We feel the readiness of the participants in the experiment for an educational experience was over-estimated. It seemed that the demonstration was nearly half-over before the home visitor had gained enough rapport with many of the participants to be able to work with them on educational activities.

4. The measuring instruments were based on a large number of behavioral objectives that were listed during the first year. When the emphasis changed, many of the stated behavioral objectives were no longer relevant to the content of the materials. It should be noted that the difference between the means of the treatment and control group was significant at less than the .10 level (one-tail) in favor of the treatment group on the one measure that was most relevant to the content materials.

5. Several errors were made in the operation of the demonstration. More than a few of the participants did not have workable TV sets for much of the time and others were on the fringe of the viewing area where reception was bad. The content materials were not all prepared or the supply printed was not adequate so that some of the participants in the experiment did not receive some of the materials or experienced a long delay in receiving ordered materials.

There were positive outcomes with respect to this objective. The response to the TV programs and the content materials was very favorable, and there was a generally expressed feeling that they were informative. The demand for the content materials was high. In fact, this demand caused part of the problem mentioned in point five above. The project supply of some of the materials was exhausted before it was realized that there was not a supply available for the experiment participants. Finally, the project did succeed in getting educational materials into the homes. Furthermore, the degree of success was related to the degree of treatment. That is, those with home visitors ordered the most materials, those without home visitors but who were specifically recruited (control group) ranked second, and the rest of the population ranked third. Exposure to education is the first element in education, and the project was successful in exposing people to educational activities.

Our rating of attainment on this objective is 2.0 to 2.5. We do feel that if the demonstration had run for another 13 weeks this objective might well have had a higher attainment level because the participants were just getting into educational experiences when the project ended.

Objective Ten - Develop participant skills from present proficiency toward eighth grade and twelfth grade equivalency achievement levels.

There is little evidence that this objective was attained. In fact, after the planning year decisions were made this objective was essentially dropped. No clear effort was made in the demonstration to achieve this objective.

Our rating of attainment on Objective Ten is 1.0 to 1.5.

Summary Statement

Project RFD was an ambitious effort in all of its phases; conceptualization, development, and demonstration. It was also a pioneering effort. Its objectives were also ambitious, and in our judgment the results were what would be expected of a first effort at an ambitious undertaking. Many things were done well, much was learned, and benefits did accrue to participants. On the other hand mistakes were made, there were errors in judgment, and the benefits were not as great as the promises. Our ratings of attainment of the objectives were such that we could give the project a global rating of 2.8 to 3.2 on a five point scale. This rating certainly reflects our feeling that [illegible] project was not as successful as would have been desired, but it also was not a failure. The project might be considered a relatively high risk type because of its innovative nature. There was little past history to permit strong predictions of its success, and there was little expertise available to give the experience needed to maximize the likelihood of success. A high risk project by definition has a high probability of failure. Using this line of thinking Project RFD, as a high risk project, should be considered quite successful in that it did not fail.

The project did demonstrate that a multi-media educational approach can be put together and delivered into the home. The project also demonstrated that the participation rate using such an approach is quite high. The project produced materials that were judged to be interesting, informative and generalizable.

The project staff and others who have been affiliated with the project have learned much in the past three years. We strongly urge that they be encouraged and supported in their further efforts to refine and revise the model. Television, radio, home study, home visitors, all of these media should be exploited to expand the educational opportunities of adults as well as children. The staff of Project RFD and others who were associated with the project have made fine progress in learning how to use these media effectively. It would be tragic if that experience and knowledge were not put to use in further work in this area.

The Television Component

Television was one of the three primary components of RFD. In the first proposal, the conceptualization of the TV component seemed to be one of instruction. That is, television was to be used as a medium of instruction. The concept changed during the planning year, however.

A field study was made during the planning year, and the results indicated that the target audience preferred news and public affairs type programming and a "magazine" format. Other studies had indicated that TV was effective as a medium for developing awareness and stimulating interest rather than in-depth instruction. The decision was made then to use a magazine show format that was designed to stimulate and inform. Each half-hour program contained an average of 25 program segments none of which were longer than four minutes. The segments included presentations by the show anchorman, film clips of topics of interest, interviews with stars and with local persons who had important information, helpful hints, cooking, and other topics. The second-year report contains a complete listing of each program.

Four pilot tapes were made in the first year. These were shown to persons like those in the target audience; Head Start parents, students in ABE classes and GED students. The reaction to the four tapes was favorable in terms of interest and their being informative.

Twenty black and white tapes were then produced for the demonstration. Each was one-half hour and each used the magazine format. During the demonstration, one tape was shown four times each week over WHA-TV, a UHF station at the University of Wisconsin. The air times were consistent each week and seemed to be appropriate for maximizing audience coverage.

An original goal of the project was to develop basic television materials that could be used in a variety of rural situations throughout the country. This purpose implies that the programs should not be specific to one locality. The programs that were produced, however, were quite specific. They contained names, dates, addresses, and phone numbers in the four-county area. Thus the programs could not be used outside of the area, nor could they be used again en toto in the four county area. The rationale for this decision to make the programs specific is not clearly defended in the project material. Obviously, it was an attempt to personalize the programs and thus stimulate interest.

This generality-specificity question is very important in terms of cost and possibly in terms of effects. If a program is general enough that it can be shown in a variety of locations or shown repeatedly in the same location, obviously it will have a lower unit cost. On the other hand, it may lose in terms of effectiveness. For example, reruns of the same program in one locality would be problematic with respect to viewer interest. The approach that RFD seems to advocate is that some program segments can be produced for general distribution, but the program should be put together for a specific audience. This approach is probably realistic if an optimum balance of cost and effectiveness can be achieved. Obviously, there are many questions about TV programming that need to be studied. The decision of Project RFD on the generality-specificity issue reflected an intuitive answer to a series of questions that might well be studied empirically. We do not fault the project for the decision. The decision did, however, result in their not meeting one objective, that of producing TV materials with a high degree of generalizability.

The following are offered as specific points of criticism of the TV component.

1. The programs were viewed by a large proportion of the audience. Surveys indicated an estimate of 20% of the homes with a TV set on during the viewing times did view an RFD program during the week. Furthermore, the proportion of viewers who were target audience was consistent with the proportion in the general population throughout the demonstration.

   This outcome was achieved even though the programs were in black and white and were shown over a UHF station. The exclusive use of a UHF station might be questioned because there were sets that did not have the UHF adaptor, and there were parts of the four counties that had poor reception of the UHF station. The advantage of UHF was programming time and/or cost. If the commercial VHF stations had been used, the air time would either have been on public service time (poor times usually) or been purchased time (high cost).

2. The reaction to the programs was favorable by those who viewed the pilot films and those who viewed the program in the demonstration. The programs were generally well-done and technically sound. Some specific program points of critique are:

   a. The choice of a local well-known personality was favorably received. He handled the show well and also brought an audience.
   b. The topics were appropriate. There was some feeling that there were too many segments in the programs which may have been confusing for the target audience.

c. The star segments were not considered too necessary.
d. Some of the film clips technically were not well done, especially the star segments. Other film clips had probably been seen before in other programs and thus were not unique to these programs. This might have damaged the impression that the program was unique to the audience.
e. The production, graphics utilization, and writing was technically sound but not especially imaginative. This is probably related to the fact that the programs were produced in a relatively short period of time. Creativity and imagination need time.
f. The RFD logo and theme music came on very often during a program and might have caused viewers to think the program had ended.
g. The level of abstraction and vocabulary in some segments was quite high for the target audience.
h. The attempt to integrate the content of the TV programs with the other components was only partly successful. There were references in the program to the content materials, but one would have to view every program to know what was in the content center. Furthermore, it would be likely that one might soon forget the content center reference of an earlier program. The Almanac served some purpose of integration between the TV and content centers. The integration intent was only partly achieved. Perhaps strong integration requires that the TV programs be produced on a continuing basis with several references to materials in different contexts.
i. The TV productions seemed to have been dominated by persons trained in TV. The programming might have benefitted from more input from persons who were knowledgeable about education of undereducated adults.

3. The project did demonstrate that TV can be used in a multi-media approach, and that undereducated adults will participate in educative experiences with this model. The programs are not generalizable, but the model is.

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Buying Small Appliances

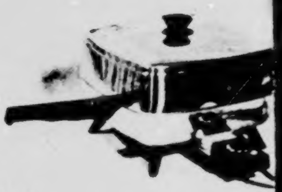
Do you know what to look for when buying small appliances?

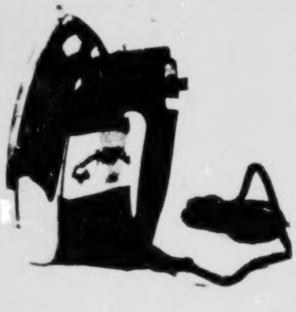
Many small appliances help a person do jobs easier and faster. Stop and think of some of the appliances you use for making your life more comfortable. You may think of these: toaster, clock, coffeemaker or iron. Now think of a small appliance you may not use often, such as an electric knife.

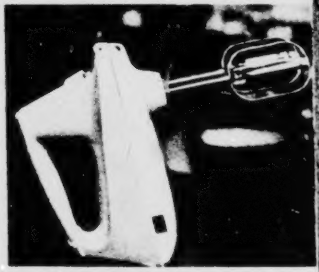
There are many small appliances you can buy. Most of them are fairly expensive. Don't buy small appliances you won't use often. Some appliances are used almost every day. Others may be used only a few times a year. Before you buy, decide how often you would use an appliance. Decide if it is worth the price to you. Small appliances often do things that major appliances do. For example, you may consider buying an electric frying pan. You probably do most of your cooking and baking on your stove. Because of this, you may decide an electric frying pan really isn't necessary for you.

KINDS OF SMALL APPLIANCES

There are two kinds of small appliances: those that give **heat** and those that give **power**. A mixer, electric fan or can opener give power. An iron, coffee maker and toaster give heat. Some of these appliances will do only one thing such as toasting bread or making coffee. Others will do several jobs. An example is the appliance which can open cans, crush ice, and sharpen knives. It is cheaper to buy one appliance that does several things. This is true, however, only if you need every service that an appliance will do. Otherwise, it is cheaper to buy the appliance that does the one thing you need.







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RFD WHA TV 21, UNIVERSITY EXTENSION, The University of Wisconsin

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Home Study Materials Component (Content Centers)

The first year proposal gave an impression that the home study component of RFD would be basic literacy materials presented in a correspondence school kind of format. If this was the concept then it changed considerably during the planning and demonstration years. The changes were quite well justified and the home study concept that evolved in the project seems to be a sound approach.

Several things happened with respect to the home study component during the first year. One of the first decisions was that a sequential type curriculum was not appropriate for the target audience. Thus, the idea of having a person progress through traditional graded materials was rejected. Related to this decision was a second one that the materials should be immediately relevant to the needs, wants, and interests of the undereducated adults. The materials should be concerned with solving problems of the adult rather than teaching literacy skills per se. Of course, the expectation was that the study of relevant materials would also provide literacy skill training indirectly. It should be noted that the term "coping skills" was used to describe the aim of the content. A survey was made of a sample from the target audience. The results tended to substantiate the decision to orient the content to coping skills.

A model of the content component concept is in the first year report. According to this model, the primary content was directed at the coping skills. Materials on literacy skills, computation and communication skills, were available if the student identified a need for or interest in working in these areas.

A third decision made during the first year was to develop the materials for a reading level of grade four to six. Originally the intent was to develop materials so that the reading levels of 0 to 8 would be covered. This probably would have been done by writing the same content at three reading levels like 0-2, 3-5, and 6-8. The decision was certainly justified from the practical viewpoint, but it did somewhat compromise the Adult Basic Education intent of the project.

Another activity of the first year was developing behavioral objectives. A large number of such objectives were identified. We are confused about when this task was done or why it was not done over. A reading of the objectives in the first year report will reveal that a large proportion of them are stated in terms of improving literacy skills. Yet the emphasis of the content was on coping skills. The list of objectives was used by the internal evaluators for constructing the criterion instruments. We are concerned that the instruments were not as relevant to the project as they should have been because of their being based on an inappropriate set of behavioral objectives.

After the planning work was completed, the staff began work on developing the materials. The areas covered by the materials are presented in Figure 1. (The numbers are of the number of persons who received each unit.) The development task was large; 76 units. The intent was that the units would be put together using materials that were available, and the review of available materials was exhaustive. The review revealed that about 45 of the units required that all or part of the material would need to be written by RFD staff. A bigger task than was anticipated, and one which created problems.

A writing staff was employed during the first and second years. Some units were produced during the first year and field tested with a sample of Head Start parents and ABE students. The reaction to the materials in the field test was favorable. Some problems were encountered with the work of the writing staff. Some with whom we talked felt that they did not receive enough direction and wasted some time. This lack of direction probably occurred because of the unanticipated magnitude of the task and because the work was of a relatively innovative nature so that the project was feeling its way.

Most of the units were assembled in time for the demonstration. Ten were not done, however. Before discussing the demonstration, however, we will present some judgments about the content center materials.

The project staff indicated that they used three general criteria for selecting or developing materials. The criteria were Understandability, Believability, and Usability. We have judged the materials on these three criteria and the sub-criteria under each. The following table shows our judgments.

	Excellent	Good	Fair	Poor
A. Understandability		X		
Clarity	X			
Simplicity		X		
Specificity	X			
Readability		X		
B. Believability	X			
Identity	X			
Intentionality and Honesty	X			
Objectivity		X		
Reality	X			
C. Usability	X			
Practicability	X			
Applicability	X			
Transferrability		X		

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Figure 1

EXHIBIT 0

RFD

CONTENT CENTER LISTINGS

I CONTENT CENTER: ABOUT ME

	Module A:	UNDERSTANDING MYSELF
100	**Unit 1:**	Who Am I Accepting a View of Myself
95	**Unit 2:**	Who Am I A Positive View of Myself
92	**Unit 3:**	What Affects Me Heredity and Environment
96	**Unit 4:**	What I Believe Developing Character
	Module B:	MY WELL BEING
70	**Unit 1:**	My Physical Health
72	**Unit 2:**	My Mental Health
65	**Unit 3:**	My Education
60	**Unit 4:**	My Leisure and Recreation
90	**Unit 5:**	Maturing and Growing Old Gracefully
	Module C:	BECOMING A BETTER PERSON
77	**Unit 1:**	I Am Changing How Change Affects Me
35	**Unit 2:**	I Am a Person Dignity, Integrity
49	**Unit 3:**	Motivation Self-Direction
69	**Unit 4:**	I Can Make Things Change

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We obviously are impressed with the materials. Furthermore, more of our ratings would be in the excellent column if we had judged only those materials written by RFD.

Following are some specific points about the materials developed by RFD.

1. The materials did deal with essential coping skills.
2. The ideas were presented in interesting fashion for ease of reading.
3. There was excellent use of pictures, charts, and graphs.
4. There were many good and specific suggestions of "do's and don'ts".
5. The materials were focused on one important concept at a time.
6. The approach was appropriately geared to appeal to adults, e.g. (a) pictures were of adults - not children, (b) starting units with concrete suggestions rather than abstract principles.
7. The pictures were of people of varied age and background.
8. Pronunciation helps might have been useful, e.g. lasagna.
9. A few of the suggestions might be inappropriate, e.g. getting Julia Child's Cookbook at the library.
10. Pamphlet on master mix instructions was not included in Module B. How was it received?
11. Are the table setting illustrations appropriate to the experiences of the target audience?
12. We were especially impressed with Modules B,C, and D of "About My Home". These were among the first modules completed which might lead to some inferences about quality in relation to time.

The following are reactions to the selected materials.

1. The reading level was generally more difficult and often the print was more difficult than the RFD materials.
2. There was some duplication of content e.g. Module B in "About Me" and Module D in "About My Home".
3. The poor reader would need help with many of the words and the math examples.
4. The selected materials were just not as appropriate as the RFD materials. They were a compromise.

Demonstration

As indicated above, all but 10 units were ready when the demonstration started. The intent was that the home study materials were to be available to anybody upon request. The potential participant was made aware of the materials in various ways. The main avenues of awareness were the TV program and, for the treatment group, the home visitor. Other means were the Almanac, action line, and personal contact. The participant was sent an order form that was very similar in form to the content center listings sheet. They were to order those units or modules that they wanted.

The response was quick and much greater than anticipated. Several people ordered everything. These requests were not honored. Rather a contact was made with the person to determine a single unit or module that was of most interest, and that was sent. Of course this person was encouraged to submit new orders for single items when ready.

The large response caused problems. First, the supply of materials was exhausted quickly in some of the centers. Consequently, there was a lengthy delay in filling some orders. This situation was especially unfortunate as it affected the experiment. Some of the participants in the experiment experienced the delays. We feel the project should have set aside a complete set of content centers for each person in the experimental and control groups so that the experiment would not have been confounded by differential non-availability of materials.

A second problem stemming from the response was that the home study teacher did not function as intended. Our interpretation of the intended role of this person was one of diagnosis and reaction. She was to work with the home visitor or directly with the participant in identifying educational experiences that might be appropriate for the participant. For example, she would identify materials in the support tracks, computation and communication skills, that might be useful for the person to study in order to benefit maximally from the materials in the content centers. She was not able to do this. Her time was taken in simply trying to satisfy the volume of requests for materials.

Our main criticism of the home study component is that it did not operationalize the conceptual model. Coping skill materials did get into the homes, but there is little evidence that much of the material in the literacy skills tracks did. This was partly due to the problem cited above, but also due, we think, to the use of such a "soft-sell" approach to literacy skills as not to sell them at all. We think, for example, that a literacy skill content center might have been included on the order form. Also the home visitors might have had more training than they did on identifying educational problems of participants and suggesting literacy materials for study when appropriate.

We are also critical of the lack of clientele analysis of who ordered the home study materials. We do know that the treatment group ordered significantly more materials than the control group or general population. We also know that a greater proportion of the control group ordered materials than the general population and that the quantity is also greater. Needed data are those that describe the characteristics of the orderers in the general population. Were members of the target audience ordering the materials or were the orderers from the middle-class? This information is not available. Examination of the figures on orderers on the content center listings suggests the possibility that the greatest appeal was to middle-class women who like to get new recipes and cooking hints.

Since the demonstration, the project has worked on revising and completing the content centers. Several of the modules are being prepared in the third year for a publisher. The publisher will market the materials as part of a new Adult Basic Education package. The judgment of the publisher is another bit of evidence of the good quality of the materials.

This arrangement seems rather unique. We have questioned the appropriateness of a funded project preparing materials for a commercial publisher. On the other hand, materials are disseminated well if there is a marketing and distribution organization, and commercial publishers have such organizations. With an appropriate contract, the commercial publishing route is probably the efficient and effective way to get new materials disseminated.

In summary, the home study materials component was well-conceived. There was a tremendous work-load demand in this area, and the demand was rather well met. The materials that were developed were of high quality and very appropriate for the target audience. The component was not able to fulfill its expectations as well as intended, but the staff did learn many things about content and operationalizing the concept. Studying the experience of RFD should be useful for others contemplating a similar model.

Home Visit Component

In terms of cost-per-unit, the home visitor component was the most expensive aspect of Project RFD. Appropriately, it was also the component that was studied most intensively in the evaluation.

Specification of the home visit component in terms of numbers and function was vague in the first proposal. This came into focus during the planning year. It soon became apparent that there were rather strict constraints on the number of home visits. A decision was made to restrict the number of participants who would receive home visits to a manageable size. The evaluation personnel were consulted, and considering time, money, and data needs, a figure of 50 was determined. The evaluation design was then developed to permit a sample of 50 to be drawn from a larger population. These would receive the home visits. Another sample of 50 was drawn from the population and assigned to a control group of persons who had access to all of Project RFD, but the home visits.

Decisions about the function of the home visitor were also made during the first year and early part of the second year. The idea that the home visitor be an instructor was rejected on the basis of the problem of recruiting persons with appropriate training and background to the position. It was felt that the home visitor must be able to relate readily to the participant. Only after rapport was established could progress be made in the educative area. Accordingly the primary functions of the home visitor were deemed to be as adviser, confidante, and friend. This decision was studied intensively by the staff, and we feel the decision was justified.

The home visitors were selected and trained during the first part of the second year. The selection criteria were quite vague. The home visitors were expected to be from an environment where they would have experienced intimate contact with people like those in the target audience. They were also expected to be articulate, tolerant, and people-oriented. Those hired seemed to meet the criteria. It is important to note that all persisted through the project. Eight home visitors were selected and each had a load of 6 or 7 participants. The home visitors were employed on a half-time basis.

Three supervisors of home visitors were also employed. The supervisors were essentially resource people for the home visitors. They served as facilitators as well as trainers and helpers. The supervisors also administered tests and conducted the follow-up interviews. They were employed full-time.

There is no clear evidence of the numerical adequacy of the home visit staff. Intuitively we have a feeling that one supervisor per five to ten home visitors would be sufficient and that one half-time home visitor could work effectively with 10 participants on a weekly basis. Some of the home visitors expressed a feeling to us that they could have worked with more people.

The training of the home visitors was very much based on participation and problem solving. A three day session was held in which the role was discussed and potential problems identified. Study materials were available for the problems and discussions were held. After this session, the home visitors were sent into the communities to learn about the community and its resources and to identify potential participants. The home visitor was to visit with people in power, in agencies, and with potential participants. This experience was expected to provide the home visitor with skills in relating to various people and with knowledge of the resources. In the process, the home visitors identified a population of 300 people in the four counties. This population was the group from which the two samples of 50 were drawn.

The home visitors and supervisors met regularly during this time and also during the demonstration to discuss their work. These sessions also provided training.

The home visitors were rather critical of the training. They expressed a feeling that they were not comfortable with their role or their knowledge of RFD. They did not feel ready for their work in the community. Perhaps part of the problem is that the home visitors may have had an expectation that they would be in a teaching role. After all, this was an education project. It is also likely that the role definition was ambiguous because the project was working with a relatively new concept and could not provide a clear definition. Although there was discomfort, the home visitors did function in the demonstration seemingly as intended and all persisted. Furthermore, two were hired in one county by a vocational school to function pretty much as they did in the demonstration.

In the demonstration, the home visitors were assigned to 6 or 7 participants. They were expected to visit with them on a weekly basis. Some were not able to get with the participant this often, however. They were to function as a friend and provide support, advice, help, and encouragement as needed. As might have been expected, it took some time before the home visitor was accepted in this role, in some cases nearly all 20 weeks. Consequently, the home visit was not well-integrated with the other components. We feel the project was over-optimistic about the immediate effect of the home visitor. Either the participants should have been selected on the basis of readiness for an educational experience, or the home visitors should have had some lead time to establish rapport before the other components were introduced. We believe that this factor was very important in the project's not having a demonstrated effect.

The training of the home visitors might also be criticized in its de-emphasis on the instructional role. The home visitor might have been better prepared to make decisions and suggestions about what materials the participant could study with benefit. Also, the visitor might have been trained in helping the participant use the materials not only for the information but also as a means of improving literacy skills. We imagine that the need for this kind of training would have become more evident if the demonstration had extended over a longer period of time than it did.

The home visitors were sometimes in an uncomfortable position of being apologizers for the project. They often encountered situations where a promised TV repair did not occur, ordered materials were not received, or other promised action did not materialize. Furthermore, the visitors learned to distrust the project somewhat. For example, they thought they were hired for 10 months but were terminated after 9 months, and the travel expense provision was changed during the project. In general, we doubt that the home visitors identified very closely with the project. It almost seems that they became adversaries in some respects, which, if so, likely had adverse effects on the project.

The problems that were encountered with the home visit component were understandable. We have little knowledge base for such activities, and the experience of RFD has contributed to the knowledge base. Despite the problems, the home visitors did function effectively. They were able to work with the participants and build a meaningful supportive relationship. They were also effective in that the participants with whom they worked were involved in many kinds of educational activities that they likely would not have had without the home visits and the rest of RFD.

Other Components

(Action Line, Almanac, Radio)

These three components were not part of the original conceptualization, and only the Action Line component was described in the second year report. A brief discussion of each component is presented below.

Radio

Very little information is available on the radio programs. Apparently these were developed as short spots (3 to 5 minutes) and were to serve a motivational purpose. Relatively little money or time was devoted to this component.

There is little basis for judging the adequacy of this work. Radio does have some unique possibilities that have already been demonstrated in things like correspondence study. We would suggest that the use of radio in the model be expanded and studied. It may well be that radio could be used effectively for motivational purposes at a much lower cost than TV.

Almanac

The RFD Almanac was a four page newspaper. Six issues were printed and distributed to the participants at regular intervals during the demonstration. Its content was closely tied to the TV programs. Tips, recipes, descriptions and "advertisements" about RFD materials were included. Its format was quite attractive, and it was very readable. The vocabulary level, however, seemed to be somewhat higher than one would expect from the target audience.

The rationale for the almanac has not been recorded. From our interviews with the staff and our examination of the paper, we have decided that the almanac was used as a way of maintaining a contact between the project and the participant. It seemed to be designed to stimulate interest in RFD and to provide information. Reactions to the almanac were quite favorable.

The RFD Almanac was a very interesting idea. It was relatively inexpensive, and our impressions from reading it were that it probably served useful purposes as a stimulator, in maintaining interest, and in providing information. The contribution of something like an almanac to the success of a home-based model merits further study.

Action Line

The action line component was designed to provide the learner audience with a direct communicative link with RFD. Before action line was conceived, the links were via the mails or, for a few, the home visitor. The personalized nature of the telephone communication along with the promise of immediate action gave action line a unique and important contribution in the project.

We were impressed with the careful planning that was used in developing and implementing action line. Anybody considering such an activity would benefit from reading the description of this component in the second-year report of the project.

Action Line was used. There were some 1600 calls over the line in the five months. Furthermore, the satisfaction of the callers with the action or information received was high.

Action Line was relatively inexpensive because it was staffed by 50 volunteers from a church organization. The use of volunteers for such an activity is a good approach. We do feel some concern about the generalizability of this procedure to other communities, and with the question of how long the activity could be maintained with volunteer help.

In our judgment the Action Line component made a definite and unique contribution to the project. It is a technique or medium that would appear to have many possibilities in delivering information and stimulating participation.

Design and Evaluation

The RFD Project was fortunate to have the Psychometric Laboratory of the University of Wisconsin School of Education, involved with the internal evaluation. The Psychometric Laboratory made available a number of qualified individuals for assistance in the internal evaluation of RFD.

The internal evaluation had three distinct aspects: a) the TV component, b) the TV and the content material component, and c) the home visit component. Each aspect was evaluated in different ways and, in order to reduce complexity, this report will consider each evaluation aspect separately.

The TV Component

Evaluation of the TV component dealt initially with the problem of trying to obtain information about the impact of specific TV tapes on the target population. The original plan was to submit new tapes to groups similar to the target population and ask for a detailed critique. Those participating were to be subdivided into a viewing group and a control or non-viewing group and an achievement test was to have been given to both groups at the termination of the viewing for the experimental group. Failure to find sufficient participants forced a modification of this procedure. Ultimately, all participants viewed the TV tapes and were asked to indicate what they liked or did not like and what was helpful and appropriate. Since the TV tapes were still in production, future tapes could reflect consensus views arising from such discussions. Generally, the evaluation of the tapes was reported as favorable and the procedure was no doubt rich in suggestions for writers and producers. One wishes, however, that the original plan could have been inaugurated since it might have afforded an early indication of the difficulty of materially affecting the achievement of ABE individuals unless the educational experience, in addition to being captivating, has focus and direction.

A second concern with respect to the TV component centered around the actual population viewing the RFD programs -- Who were they and approximately how many were there? Various telephone procedures, some of them quite extensive in nature, were employed during this evaluation. There is data that the viewing audience for the RFD audience was high -- possibly as high as 24 percent for rural viewers and 28 percent for urban viewers. It is also apparent that the programs attracted a much higher percentage of women (80%) than men(20%) and this is reflected throughout the RFD program in numerous ways. For example, all of the home study visitors were women.

The TV and the Content Material Component

Again, the ABE-type participants were asked to respond to various of the content materials as they were prepared. These surveys were limited in nature and involved no comparison materials. It does, however, seem reasonable to conclude, on the basis of what was reported, that the content materials were generally judged to be relevant, readable and clear by subjects sharing many of the concerns and experiences of the target population.

The Home Visit Component

Since one of the most costly features of the RFD program relates to the home visit component, it is appropriate that most of the formal internal evaluation was directed to this component. The Psychometric Laboratory proposed a two-group design involving 100 subjects as a test of the effectiveness of the home visit component. In an early position paper it was forcefully argued against the adoption of a pre- and posttest format. Instead, it was decided to select 100 subjects all of whom met certain adult basic education criteria and then randomly to assign 50 subjects each to an experimental and a control group. The experimental subjects were to receive the home visitor while the control subjects were not. Obviously, control subjects had access to all other RFD components -- TV programs, content materials, hot line, etc. Ultimately, 71 females and 29 males were randomly (except for some geographic constraints) assigned to the experimental and control groups. Although it was not apparently intended to be this way, through some inadvertence the randomization actually resulted in a "separation" of some six family members into the two diverse groups. This seems to have been a poor procedure in that it affords the possibility for results which are not measurable. If one has expressed a desire to have the home visitor and only his wife (or husband) receives one, what will be his long-term response? Will he despair and become indifferent? Will he work harder on the content materials which come into the home? Will the selected subject "protect" the one not selected by less than a maximum effort? There seems to be no way for assessing such outcomes.

At the end of 20 weeks there was an extensive evaluation involving a comprehensive test which was prepared by the University of Wisconsin Psychometric Laboratory. Before this battery is considered, it is important to indicate the presence of another unfortunate problem in the administration of this test. It relates to an initial promise to the participants that no formal evaluation would be given. Many subjects were apparently upset by this sudden request which actually came sometime after the home visits had terminated. In addition, the home visitors, who were called out to administer the test, were most unhappy about their particular role in this and this unhappiness was intensified in that their tenure with RFD had terminated one month before they had expected that it would. One cannot, of course, assert that these factors influenced the test results. Indeed, it seems unlikely that any influence of this sort would have exerted a systematic effect. And yet, it was not the most advantageous circumstance in which to evaluate the home study component.

Each of the available subjects (46 experimentals and 46 controls) were given a battery of six tests which was prepared by the Psychometric Laboratory. Three of the measures were: 1) communication skills, 2) computational skills, and 3) coping skills. All three tests were ingenious, readable, and interesting but they did demand one hour and thirty minutes for completion. Although there was no formal validation procedure for these tests they had high reliability and there is no reason, particularly in view of the competence of the people of the Psychometric Laboratory, to question the quality of the instruments. Three additional subtests dealt with: 1) the locus of perceived "control" (internal versus external) that a subject experienced, 2) an attitude measure toward education, and 3) a "behaviors" test entitled, "The World About Me". All three of these latter scales required an additional thirty minutes to complete.

The results of these six tests indicate no significant differences between the experimental and control groups. In fact, if one invoked a one-tailed comparison (which seems appropriate in that *a priori* predictions were implicit in the entire test procedure), there is only one test, "The World About Me", which approaches (.08) the arbitrary .05 level. Even in the most promising result the mean difference between groups was only 2.45 (41.54 against 39.09) and one can only question what such a difference means in practical terms, quite apart from any statistical considerations.

A follow-up interview was conducted with members of the experimental and control group some six months after the demonstration. The purpose of the interview was to determine if there were long-term effects of the project. The interviews were conducted by the home-visitor supervisors. No differences were observed between the groups on the questions. These interviews were resisted by several participants. They did not expect them, and they were suspicious of the purpose. This project certainly demonstrated the importance of the problem of sensitivity of the undereducated adult to data-gathering procedures.

The objective results of the home study component are most discouraging. On the other hand, it is important to consider that the time frame of the program was unusually short. This is particularly the case if one considers the initial problems the home visitors had in gaining the confidence of the experimental subjects. They began their contacts as friends and only gradually did they shift the nature of the visits to work sessions involving various content materials. In many cases there simply wasn't enough time to get the study program going effectively. The external evaluation team was able to observe considerable progress with some subjects in one county where two home study visitors were retained by the County and continued to work with some of their subjects long after RFD was terminated. It is quite possible that a twenty week period is necessary just to ensure that the home study visitor can be effective in a more explicit educational program.

It should also be pointed out that the skills tested in the Wisconsin Test of Adult Basic Education (WITABE) were general in nature. Even had the home study component been more focused on adult basic education, it is difficult to see how life-long patterns of dealing with reality could have been materially altered in so short a period. Another way of discussing the WITABE is to say that it was most certainly an instrument which afforded little opportunity for manipulation by direct "coaching" of participants. All of this reflects credit to the RFD staff and to the internal evaluation team who insisted that their program be given an honest appraisal.

One of the project's consultants, Professor Robert D. Boyd, made an important point in the RFD Newsletter (August 1971) when he said that RFD might not significantly affect basic reading ability or other narrow educational objectives but might still prove to be a powerful program if it resulted in differences in self-esteem and community involvement. Unfortunately, the objective evidence does not support a contention that such changes took place. But once again the brevity of the program has to be a consideration. There is evidence secured by the external evaluation team that experimental participants requested, on their own initiative, significantly more content materials than did control subjects or a group of subjects who were randomly selected from those who had made at least one request. This seems to be the kind of behavior Professor Boyd had in mind and this particular result should not be dismissed as trivial. It is unfortunate that some unobtrusive measures of actual behavior could not have been secured on experimental and control subjects -- such things as their frequency of use of the Public Library, their understanding and use of community agencies, etc. The procedures used in selecting experimental and control subjects could in itself have served to sensitize control subjects with respect to educational attitudes and have militated against differences in some of the measures. At this point it would have been advantageous, although admittedly costly and difficult, to have secured test results from a second control group consisting of subjects meeting the adult basic education criteria and requesting at least some RFD materials.

One other point should be made from the finding regarding participation. The results reinforce research that indicates that an overt commitment to doing something is related to participation and persistence.

One final evaluation of the home visit component was an extensive "debriefing" of the home visitors by the staff of the Psychometric Laboratory. This report, which parallels many of the things the external evaluation team encountered in their talks with available home visitors, points to perceived inadequacies in the initial training of the home visitors. There were other complaints which grew out of the role ambiguity home visitors felt as "teachers" but, more basically, as friends of the participants. Problems or difficulties of the home visitors resulted from faulty communication (e.g., the previously discussed mixup with respect to whether or not subjects would ultimately be evaluated) and a failure of the RFD staff to act promptly on some of their initial commitments.

The following are offered as specific points of critique of the design and its execution.

1. The design was appropriate for determining the effects of the home-visit component. A problem with the design, however, is that it provides little opportunity to assess the effects of the TV and content materials. Some sort of indicator of change would have been useful.

2. The evaluation work was kept separated from the operation to maintain objectivity. A problem with this procedure, however, is that the evaluators were not cognizant of some of the changes of emphasis, e.g. reduced emphasis on literacy skills.

3. Many data were gathered and analyzed. It would have been desirable if there had been more data on characteristics of those who ordered content materials and the users of action line.

4. The operation of the demonstration was faulty in that some homes did not have working TV sets, some participants were in a marginal viewing location for the station, and the content center materials were either not done or in inadequate supply so that the participants failed to get what was ordered or experienced a long delay.

It is easier to criticize than create. Generally we were favorably impressed with the design and execution of the demonstration and evaluation. We do feel it important, however, to point out some of the possible reasons for the lack of impressive results.

Dissemination

Project RFD was very effective in its publicity and dissemination activities. We have heard comments like "RFD sure tells its story", "They really tell what they are doing", etc. from people all over the nation. The fact that the project director had a background in publicity work was a factor in determining the amount and kind of publicity and dissemination used. We were impressed with this work. The quality was good and the techniques were quite sophisticated. Educational developers would benefit from studying and using the dissemination techniques of RFD.

Of course there was some criticism of the dissemination activities. Some said that the project "tooted its own horn" and "I get tired of hearing about RFD". Some of these comments were probably justified, in other cases there seemed to be an element of professional jealousy in the remarks. Certainly there is a line where publicity has overkill possibility. Most educational activities are nowhere near this line. Our impression is that RFD did publicize itself more than most educational programs. The publicity was in good taste and honest, and we feel the educational community would benefit if most projects told their story as well as RFD has. The following material discusses the internal and external dissemination efforts separately.

Internal

Several techniques were used to publicize the project to the potential participant as well as other persons in the area who might be interested or affected. Among the techniques were the following:

1. Several meetings were held with agency people in the counties, i.e. welfare, extension, adult education, etc., to explain the purposes and procedures of the project. These meetings helped to forestall conflict when the demonstration was done, and also enlisted cooperation from the agencies.

2. Booths for the RFD Project were set-up at county fairs. These booths made persons aware of the project, and also solicited a large number of names of people as potential participants.

3. Shortly before the demonstration was started, the project took advertisements in papers, radio, and TV. It seemed this advertising paid-off in that there was a relatively large immediate audience for the TV programs and a large volume of requests for materials.

4. The almanac, critiqued elsewhere in this report, was also used to disseminate information about the project to participants.

5. Members of the project staff spoke to several groups, like service clubs, about the purposes and procedures of the project.

6. Surveys were made of adult interests and TV viewing habits, and meetings were arranged for feedback about the TV tapes and the materials. Dissemination was an important by-product of these activities.

The RFD Project regarded their program as a product to be marketed, and they did an effective job of marketing. The effectiveness is demonstrated by a high participation rate by the adults in the four county area.

External

The project also did many things to disseminate information about the project to audiences around the country. Among these were the following:

1. A newsletter was published monthly and distributed widely. The newsletter was attractive, well-edited, and informative. It was also honest in that it informed people about what had happened and of the problems.

2. The project staff made presentations at professional meetings and served as consultants to various projects. Some of the staff are now consulting with the Adult Learning Program Series (ALPS) project. The impact of these activities is demonstrated by many letters in the files from persons all over the nation in which high interest is expressed in RFD. The experience and knowledge of the staff of RFD are also permitting the contribution of many ideas to the ALPS project.

3. The project staff solicited for expansion of the project to the Central States region. The intent was to develop a network in the several states and provide RFD to the undereducated adults in a large region. The proposal was not supported by the ABE personnel in those states. Thus, this effort at dissemination failed.

   The project staff also attempted to interest the university and various state agencies in Wisconsin in carrying on with the work. Some interest was expressed, but nobody did make a commitment. The stated reason was that budget cutbacks prevented the university or the state agencies from adding an activity.

   These are important events that have to be regarded as negative outcomes. The budget cuts were a factor, but it is also possible that the people were not convinced that RFD had demonstrated a sufficient level of effectiveness to justify its becoming operational on a broad base. We tend to feel the decisions were justified. However, this statement should not be interpreted that we feel RFD is a failure. Rather we feel that the model has promise, but that it can be improved and should be before it is considered ready in an operational sense.

4. The third year of the project is essentially a dissemination year. Project staff members are still presenting to professional groups and consulting. There are two other kinds of dissemination activities this year. First, the project has arranged for and is making formal presentations about the project in the ten USOE regions. Interested people from the region are invited to attend these two-day meetings and receive the story of RFD. About 300 persons attended these meetings. We attended one of the meetings. The presentation was interesting and honest.

   There is one concern we have about these meetings and the third-year work generally. Evaluative information should be available for the dissemination presentations. Unfortunately much of the evaluative information was not available until the middle of the third year and some were only available by the tenth month. We would criticize the project in its not pushing harder to get the evaluative information and analyses done quickly so that these kinds of information would have been available for most of the dissemination year.

   The second activity of the third year is to revise old and also write new content materials for publication. A publishing house has contracted to publish and market much of the content material of RFD. This should lead to widespread dissemination of these materials.

The third year of the project is viewed with mixed emotions by the evaluation team. Essentially there are three activities: dissemination to regions and other meetings, proposal writing, and the preparation of materials for publication. We find it somewhat difficult to justify the level of funding that the project had for this year. On the other hand, we predict that this project will be well-disseminated in terms of information and products. It will not be lost as a dust-covered report on a shelf. Perhaps the kind of activity that was permitted in the third year is important for obtaining maximum benefit from a project. People will be stimulated by the ideas, they will benefit from the availability of the materials, and the field will benefit from the fact that the staff has had time to reflect and develop ideas for further study of the model. We raise the issue without being able to make the judgment.

Administration of Project RFD

Project RFD was administered in the Communications Department of the University of Wisconsin-Extension. The project was directly accountable to the General Manager of WHA-TV, the University television station. Several people on the University staff were interviewed. Generally, these people were quite familiar with the project and interested in its results. The general feeling seemed to be that the RFD model might be very useful for extension activities of the University. There was very little criticism of the project. One point of criticism, however, was that the project was identified as a TV project by its being administered under the TV station. There was some feeling expressed that the project should have had a closer relationship with the educational programs in the University. We see some justification to this criticism, if for no other reason than public relations. The image of the project for many was as a TV program producer rather than an education project. Should RFD continue in some form, it may be well to consider having it administered in a department like continuing education and contracting for services with the TV station. Our general impression of the administration of the project in the University is that it was able to operate well in and received reasonable support from the University.

The internal administration of the project was also sound. The project director seemed to be running things, but at the same time delegated responsibility in a real sense to the two associate directors. An associate director left after the first year which probably affected the continuity of the project. A replacement was hired immediately, however. The general turn-over of project staff was quite low especially for a project on "soft money".

The fiscal aspects of the project were well-controlled. Apparently the budgets were accurately determined so that the budgeted and actual expenditures were very consistent.

In our judgment the project's internal administration was good. The following points of criticism are offered as things which, in hindsight, might have improved the project in an administrative sense.

1. As indicated above, the image of the project might have been improved for some if there had been a co-director in adult education or if the project had been administered in an education department.

2. There was some criticism that the advisory council was treated in somewhat of a cavalier manner. At times the advisory council seemed to be a sounding board rather than a group who gave input into decisions. We would also offer the critique that the project should have solicited more involvement from the target audience.

It must be recognized, however, that at some point decisions must be made. The staff did make and accept responsibility for the decisions.

3. There seemed to be some lack of coordination among the various components. This is reflected by the lack of integration among the components. Also the fact that the demonstration experienced procedural problems, such as no TV in some homes and shortages or lack of home study materials, suggests some coordination difficulties. Some of the staff of the project indicated that they were not always sure of what they were doing. Some of this feeling is understandable in that the project was in a sense feeling its way. On the other hand, there is some evidence of a lack of coordination among the project administrative staff.

These points of criticism are possible problems that we perceived in the project administration. In the main, however, we feel the project was well administered.

Cost Analyses

Decision making and resource allocation in the private sector of the economy is guided, at least in a general sense, through market-established prices. By studying the conditions under which market prices are established, economists have been able to draw some tentative (and often very restrictive) conclusions about the efficient allocation of resources in the private sector. On the basis of that information, public policy is formulated for the purpose of achieving economic goals, one of which is economic efficiency.

The contribution of economics to the study of choice problems is a derivation from the central "scarcity" premise of economic problems. There are some (chiefly the radicals) who argue today that affluence--not scarcity--is not the central economic problem. Such persons are fond of eloquently written passages such as the following description of a "new order" penned by John Maynard Keynes some four decades ago.

> We shall honour those who can teach us how to pluck the hour and the day virtously and well, the delightful people the lilies of the field who toil not neither do they spin.[1]

There is much about this type of world that appeals to all of mankind, for who among us can condemn motherhood, the flag, and apple pie? Sadly enough, however, such a philosophy is a tenet of religious faith rather than a useful appraisal and contention about the real world today. A fuller reading of Lord Keynes reveals that even he recognized this harsh reality in the following admonition:

> But Beware! The time for all this is not yet. For at least another hundred years we must pretend to ourselves and to everyone that fair is foul and foul is fair; for foul is useful and fair is not.[2]

Like it or not economic scarcity and the efficiency diety are, indeed, our gods for a little longer still!

Increasing participation by all levels of government in the economic affairs of society raises difficult issues. While economists have developed an intricate theory of resource allocation for the private sector of the market economy very little progress has been made in improving our understanding of the process of allocating resources in the public sector where the price system plays a muted role at best. Roland N. McKean, Professor of Economics at the University of Virginia, develops the thesis that an "unseen hand" driven by power and bargaining guides resource allocation in the public sector. The author's cogent plea for greater attention to problems of choice and resource allocation are as applicable to the rapidly growing adult education industry as to other categories of government.

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[1] J.M. Keynes, Essays in Persuasion (New York: Harcourt, Brace and Janovich, 1932), pp. 360, 362.

[2] Ibid.

All of this is not to suggest that cost effectiveness analysis of behavior related human resources research such as project RFD is a simple task which answers all questions conclusively. Lest the reader forget, the following limitations must be kept uppermost in mind:

1. Economic analysis and the efficiency diety may mask many of the nonmonetary considerations which motivate private behavior as well as social goals prompting investment in education. Treating people as "capital" to be produced may distort a useful and purposeful dimension of life, and in any event does not necessarily represent the multiple objectives which characterize educational investments.

2. Investment in education and particularly in adults is only one of many interdependent ends which increase economic welfare. Multicollinearity between independent variables such as motivation, customs, socio-economic status, and ability, precludes accurate identification of the precise contribution of education much less the marginal returns generated by education.

3. Selection of a "proper" discount rate or the "relevant" rate of return is ambiguous--a problem particularly acute where the social rate of discount is needed.

4. Quantification of social, indirect, and noneconomic values is almost impossible. Educational quality, poverty and slums, income redistribution, or an alteration in national defense posture due to greater emphasis on education.

5. Uncertainty prevails in terms of future benefits, costs, interest rates, and time periods in both the private and social context. The relative attractiveness of learning may change over time as technological conditions are altered. Disadvantaged Americans may invest less in education because of a higher time preference for money due in part to different perceptions of risk and uncertainty.

6. Unlike investments in physical capital, human capital expenditures represent consumption as well as investment outlays, again in an unknown magnitude.

7. Different forms of human capital investment provide for more or less mobility and liquidity. The depreciation characteristics of human resources also may be important to investment in education, yet these relations are seldom dealt with.

The following pages contain various economic analyses of Project RFD. The reader should keep the above limitations in mind while considering the results.

The first part presents an analysis of the budget, and some cost/benefit considerations are presented in the last part of this section.

Aggregate Budget Analysis

Project expenditures over the three-year contract period totaled $707,793. Of this amount $653,393 was directly charged to the RFD project and its operations, the remainder representing indirect University overhead charges.[3]

All budget data were compiled and cross classified by

(a) year;
(b) project media component (television, home visit activites, materials (largely printed), and "other"--primarily general project supervision;
(c) class of service expenditure (e.g., personnel, travel, communication costs, supplies, equipment, rental and fees, and evaluation charges);
(d) type of costs, where type (I) denotes basic R and D outlays associated with creation and conceptualization of the RFD format and delivery system; type (II) denotes all costs attributable to the development of materials and programs; and type (III) represents expenses incurred in the operation and actual delivery of all RFD components. Table I and Figure I summarize these expenditures by relevant category.

In terms of budget allocations by media, expenses associated with the development of materials and for the television operation accounted for over two-thirds of direct RFD expenditures ($256,000 and $172,000 respectively).[4] Approximately two-thirds of all costs for these two media are attributable to personnel ($179,000 for materials and $79,000 for television). Supplies ($39,000 for materials and $40,000 for television) and rental and fees ($25,000 for materials and $37,000 for television) account for much of the remaining expenditures. In examing budget outlays by class of service, personnel costs loom very large, amounting to $414,000 of the total direct costs of $653,000, while expenditures for supplies and rentals and fees represent a much smaller but still significant portion of the total amount of funds available. The data in Table 2 depict expenditures and percentage breakdowns, again excluding the general overhead rate of 8 percent of charges at the University of Wisconsin.

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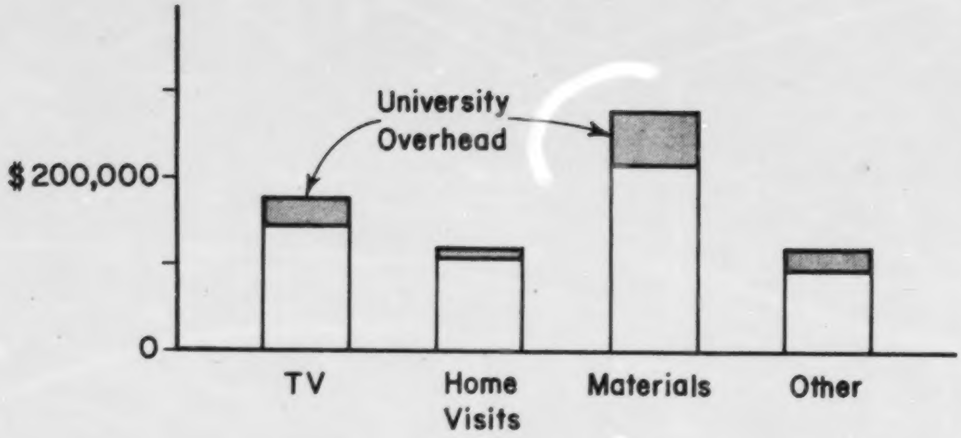
[3] General overhead charges by the University of Wisconsin totaled $54,000. All such overhead charges were "allocated" to class of service, type of media, and type of expenditure in proportion to the percentage of the total budget allocable to each activity.

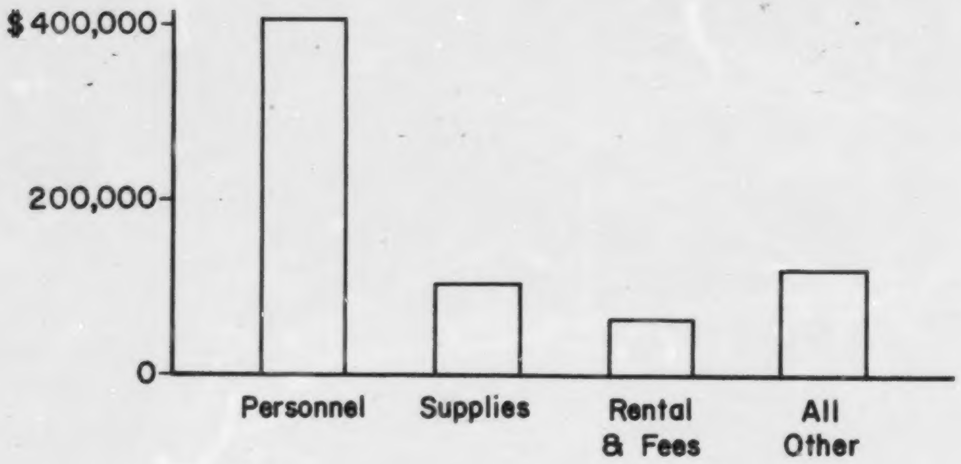
[4] All data exclude University overhead and are rounded in this summary.

Table I
Budget Data

	Television	Home Visuals	Materials	Other	Sub Total	Overhead
Personnel						
1.	$ 23,324	$ 12,057	$ 37,647	$ 11,739=	$ 84,767	
2.	55,258	37,661	140,991	51,320=	285,230	
3.	458	43,089	791	-0- =	44,338	
	79,040	92,807	179,429	63,059	414,335	+34,490=$448,825
Travel						
1.	15	502	274	2,035=	2,826	
2.	3,156	972	1,999	8,704=	14,831	
3.	-0-	4,913	683	-0- =	5,596	
	3,171	6,387	2,956	10,739	23,253	+ 1,958= 25,211
Communications						
1.	-0-	-0-	-0-	606=	606	
2.	333	-0-	333	5,450=	6,116	
3.	2,893	1,154	-0-	-0-=	4,047	
	3,226	1,154	333	6,056	10,769	+ 898= 11,667
Supplies						
1.	3,071	27	285	127=	3,510	
2.	35,138	1,002	8,833	22,758=	67,731	
3.	1,747	566	29,882	-0- =	32,195	
	39,956	1,595	39,000	22,885	103,436	+ 8,595=112,031
Equipment						
1.	-0-	-0-	-0-	209=	209	
2.	981	-0-	-0-	7,608=	8,589	
3.	-0-	-0-	-0-	-0- =	-0-	
	981	-0-	-0-	7,817	8,798	+ 734= 9,532
Rent, Fees, Etc.						
1.	-0-	-0-	-0-	-0- =	-0-	
2.	11,864	275	222	2,752=	15,113	
3.	25,224	-0-	24,938	-0- =	50,162	
	37,088	275	25,160	2,752	65,275	+ 5,435= 70,710
Evaluation						
1.	1,290	1,290	1,290	-0- =	3,870	
2.	7,204	7,204	7,285	-0- =	21,693	
3.	520	924	520	-0- =	1,964	
	9,014	9,418	9,095	-0-	27,527	+ 2,290= 29,817
SUB TOTAL =	172,476	111,636	255,973	113,308	653,393	+54,400=707,793
University Overhead	14,362	9,302	21,325	9,411	54,400	
GRAND TOTAL	$ 186,838	$ 120,938	$ 277,298	$ 122,719	$707,793	

Category 1 is Cost and expenses associated with basic research and creation activities in the conceptualization of RFD delivery systems.
Category 2 is Cost and expenses (post conceptualization) of the development of materials and programs up to delivery phase.
Category 3 is Cost and expense incurred in the operation and actual delivery of RFD systems.


University
Overhead
$200,000
0
TV
Home Visits
Materials
Other


$400,000
200,000
0
Personnel
Supplies
Rental & Fees
All Other

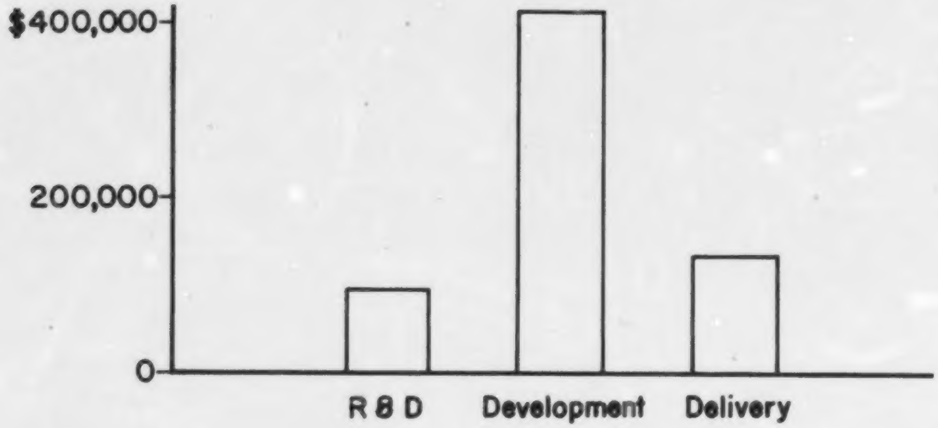

$400,000
200,000
0
R & D
Development
Delivery

Table 2

Summary of Various Cost Categories for RFD Project

	Project Media		Class of Service		Type of Costs	
	$(000)	%	$(000)	%	$(000)	%
Television	$172.5	26.4%				
Home Visits	111.6	17.1				
Materials	256.0	39.2				
Other	113.3	17.3				
Personnel			$414.3	63.5%		
Travel			23.3	3.5		
Communication			10.8	1.6		
Supplies			103.4	15.9		
Equipment			8.8	1.3		
Rent/Fees			65.3	9.9		
Evaluation			27.5	4.3		
I: R & D					$ 95.8	14.5%
II: Development					419.8	64.3
III: Delivery					138.3	21.2
	$653.4	100.0%	$653.4	100.0%	$653.4	100.0%

SOURCE: Table 1

Table 2 also includes data on the proportion of costs (exclusive of overhead) due to basic R & D (type 1), development (type 2) and delivery (type 3) activities. Among the potential uses for such information is that it can be useful in approximating the minimum scale of an operation at which a project breaks even in the sense that returns equal costs. That is, one can identify the minimum return and the project size best suited to an effort such as that undertaken by RFD.

Tables 3, 4, and 5 break down and summarize the budget for RFD by media and class of service expenditure. Not included in this comparison is a breakdown of the category "other" for it largely represents general project management costs and not a form of media. As noted earlier, personnel costs are a major share of total costs, particularly for the Home Visit program, while supplies and rentals and fees are also large for the television and materials media used.

Table 3

Television Budget

Personnel	$79.04[a]	45.8%
Travel	3.17	1.8
Communication	3.23	1.9
Supplies	39.96	23.2
Equipment	.98	.6
Rental and Fees	37.09	21.5
Evaluation	9.01	5.2
SUBTOTAL	172.48	
University Overhead	14.36	
TOTAL	$186.84	100.0%

Table 4

Home Visits

Personnel	$92.80[a]	83.2%
Travel	6.39	5.7
Communication	1.15	1.1
Supplies	1.60	1.4
Equipment	0.00	0.0
Rental and Fees	.28	.2
Evaluation	9.42	8.4
SUBTOTAL	$111.64	
University Overhead	9.30	
TOTAL	$120.94	100.0%

Table 5

Materials

Personnel	$179.43[a]	70.1%
Travel	2.96	1.2
Communication	.33	.1
Supplies	39.00	15.2
Equipment	0.00	0.0
Rental and Fees	25.16	9.8
Evaluation	9.09	3.6
SUBTOTAL	$255.97	
University Overhead	21.33	
TOTAL	277.30	100.0%

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[a] In thousands of dollars

SOURCE: Table 1

Potential "Benefits" and Market Characteristics

Adult education efforts such as RFD can make vast socio-economic contributions to a variety of persons, particularly disadvantaged Americans with employment, income, and cultural problems. Typically, approximately 1 out of 8 Americans are officially (and conservatively) defined as members of the poverty population, and a like (or greater) population of Americans have 8 or fewer years of formal school. No more than one-third are 65 years or over and, as elsewhere, failure to meet adult education needs contributes to the hard-core of unemployed, underemployed, and poor citizens. The size of this adult market for RFD type programs varies geographically and by the definition used, yet it is clear that, out of a population of some 82,000 family units (the approximate size of RFD's market) with a sizable number concentrated in rural areas (some 24,000 families) and where income and employment problems are proportionally high, there is a clear need for project RFD.

Continuing education of this sort may be of particular importance since it offers a second chance for adults who once may have been adolescent dropouts and only later developed the motivation and maturity to acquire the training required in a modern society and economy. Considering coping problems as ranging across such diverse subjects as acquiring knowledge about consumer installment credit; providing home repair services; learning the basics of adequate nutritional and health needs; or managing personal finances and finding out about alternative job or occupational opportunities, it is rather easy to envision a family unit benefiting by several hundred dollars a year over their remaining lifetime. Further "spillover" benefits may also accrue to children, dependents, or other adults associated with an affected family unit, in which case substantial multiplier impacts may spin out of programs such as those of RFD. Finally, society itself will, in all probability, capture substantial benefits in a variety of ways including a more informed citizenry and electorate; better health and productivity; and possibly lower welfare burdens, juvenile delinquency or crime, and fewer educational and societal "dropouts."

Economic research efforts have, in spite of numerous benefit quantification problems, identified the desirability of a variety of public expenditure programs. Presuming that the cost-effectiveness equivalent of $400 per year in material improvements in coping behavior were forthcoming from an effort such as RFD over a 20-year lifetime, each 1 percent of all family units in the market for such a service would receive $4,600 in ascertainable benefits.

One way in which intangible and difficult-to-quantify benefits or "effectiveness" can be assessed and imputed is to vary certain data parameters about which uncertainty exists. Suppose that (a) benefits prevail in the $300 to $500 annual amounts as denoted in Table 6; (b) success ratios ranged from 1 out of 10 to 1 out of 30 families; (c) 3,000 families were exposed to an effort such as project RFD; (d) there were no social benefits nor any spillover or multiplier effects; and (e) the social discount rate is 6 percent over a 20-year lifetime (in reflection of the public sector's opportunity cost of capital). Cost-effectiveness relationships for annual outlays are shown in Table 6.

Table 6

Hypothetical Cost-Benefit Comparisons for RFD*

Annual Value of Benefits	Proportion of Persons Exposed and Materially Aided out of 3,000 Exposed Units		
	N = 1/10	N = 1/20	N = 1/30
$200			
Present Value	$690,000	$345,000	$235,000
Ratio B/C if C = $100,000	6.9	3.5	2.4
Ratio B/C if C = $200,000	3.5	1.8	1.2
$300			
Present Value	$1,035,000	517,500	345,000
Ratio B/C if C = $100,000	10.4	5.2	3.5
Ratio B/C if C = $200,000	5.2	2.6	1.8
$400			
Present Value	$1,380,000	690,000	460,000
Ratio B/C if C = $100,000	13.8	6.9	4.6
Ratio B/C if C = $200,000	6.9	3.5	2.3
$500			
Present Value	$1,725,000	862,500	575,000
Ratio B/C if C = $100,000	17.3	8.6	5.8
Ratio B/C if C = $200,000	8.7	4.3	2.9

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*The annuity value of 11.47 applies at 6 percent for 20 years (see page 52).

Under the stringent assumption that annual depreciable project costs equal $200,000, benefits are valued at $200 annually, and the success ratio is a mere 3.3 percent of the exposed population, the hypothetical RFD payoff would be $B/C = \frac{\$235,000}{\$200,000} = \$1.17$ for each $1 in costs. At the other extreme of $100,000 in annual costs, $500 in annual benefits, and a 10 percent success ratio, B/C = $17.25 for each $1 in outlay. The "true" level of effectiveness no doubt lies between such extremes, however, it must also be remembered that the above data comparisons assume that all expenditures are directly output-oriented. This, of course, is much too restrictive a presumption for RFD since some rather substantial proportion of the

$708,000 in expenditures was related to demonstration and experimental goals. Then, too, the above comparisons fail to disaggregate effective costs and values emanating from various RFD media directed at differentiated markets (e.g., target groups vs. other exposed populations).

Analysis of Impact

Table 6 and the discussion suggest that the benefit/cost ratio for a project like RFD is quite favorable if one can assume at least $200 worth of annual benefits. Unfortunately the evaluation data of the project do not support the assumption. On the other hand, there are likely many benefits or outcomes of the project that were never observed, but which were real and could easily add to $200 per year. Repairing something, improved buying procedures, saving on interest rates, saving a life; these and other things are benefits that reasonably might accrue to project participants.

An attempt was made to quantify the impact of the project using a probability modeling technique. The rationale for this technique is presented below.

A Framework for Probability Modeling.

Management scientists have developed and applied a vast assortment of analytical models to many areas of managerial control in the private sector in recent years. Some examples are inventory management, brand preference analysis, credit rating terms, forecasting and evaluating aggregate demand for a firm, financial planning and investment control systems, and risk analysis of collective bargaining and capital budgeting problems. The methodology and models used by private enterprise must be restructured to various degrees to fit the public sector management context. There are three fundamental features which characterize such decision problems.

1. Probabilities must be non-negative and also equal to one for all events which are certain to occur.
2. Any events which do not occur jointly are the sum of all probabilities for individual subevents.
3. The value of outputs (often in the form of incommensurable products or output) must be quantified--a difficult but nonetheless not impossible task. Millions of dollars in resources are made available for public sector expenditures in order that some given task with an alleged value might be performed. The very commitment of economic resources tacitly provides imputed shadow values.

There are rather significant differences between statistical probabilities and judgmental uncertainties. The former is best termed an objectivistic view of statistical decision making, whereas the latter is a subjectivistic interpretation of probability.

Many scholars with vast experience in management science and in other related disciplines concentrate only upon objective, statistical probability analysis--a comfortable, logical, and empirically "firm" view of the world. Unfortunately, the objectivistic view also crucial relationships as givens, including the interaction between objectivistic and subjectivistic data as well as the singular influence of the latter type of judgmental uncertainties. Objective probabilities do indeed represent the "best of all possible worlds" for the academic analyst, but as models or generalizations of reality they do not necessarily represent even "second best" solutions. Experiments cannot always (or even most of the time) be repeated independently over and over again under uniform conditions. As uncomfortable as it may be, the real world environment is uncertain and dynamic, and one often is forced to view objectivistic efforts as being more or less useless as predictive, explanatory,management decision models of the optimality variety.

Three of the evaluation team members and three of the project staff made several judgments of the impact of the project using a Bayesian methodology of the probability model. A complete description of the approach will be presented in a technical report under preparation. The results are presented in Tables 7, 8, 9, and 10. Table 7 contains the averages of the probability that a certain degree of improved coping behavior was attained in the target and total population. Table 8 shows the average probability that each proportion of persons in the target and total population was materially aided from RFD. Table 9 contains the average probability what improved coping skill would be worth to the participant. Table 10 shows the judged and desired weight given to six goals of the project, and the judged degree of success with the overall goal. It will be recognized that the overall goal was the first objective of the project. The six goals were rewordings based on the other nine objectives of the project. Figure 2 presents a comparison of the difference between the evaluation team and the project leaders in their judgment of the degree of success of attainment of the overall goal. The following material is based on these tables and the budget data.

Aggregate Cost-Effectiveness of RFD.

In what follows, we shall first summarize aggregate cost-effectiveness and the comment upon the three major media approaches.

Let us assume that:

1. Costs and returns are a linear and direct function of persons subjected to RFD efforts.

2. All costs of types I and II are fixed, having a straight-line depreciable life of five years, with a remaining salvage value of 10 percent of total fixed charges (10% x $570,000). The $570,000 figure includes type I and II costs plus all overhead costs.
3. FC = fixed charges less salvage value (= $57,000) (Cf = FC/Q is average fixed charge allocation where Q = the number of families).
4. VC = variable charges (Cv = VC/Q is average variable charge allocation).
5. Bv = effective present value of returns or $Q \cdot \overline{V}$, where $\overline{V}$ represents the average annual value of RFD to a participatory family.
6. IF = the interest factor. All monetary values are always in terms of present worth, discounted at the social rate of discount (assumed here to be 6 percent).[5]

Under these circumstances, fixed charges assignable yearly, excluding university overhead, approximate $102,000, whereas variable cost charges total $138,000. Assuming that the number of families benefiting from RFD equals the number in the target group (50 families), and that an equivalent annual benefit of $400 per year per family for 20 years is applicable, the data from Table 6 reveal that:

$$\frac{Bv}{C} = \frac{\$230{,}000}{\$102{,}000 + \$138{,}000} = .96$$

It is much more likely, however, that some number in excess of 1.6 percent of 3,000 exposed families benefited fully from RFD. As Figure 2 reveals, for each such 10 family units above the break-even level (Bv/C = 52 x 4,600,/$240,000 $\approx$ 1.0) of 52 family beneficiaries net benefits above annual costs rise by $46,000, or the ratio Bv/C increases by approximately .2 for each 10 unit increase in family beneficiaries (e.g., at 100 families; Bv/C = 1.9, at 150 families, Bv/C = 2.9; and at 200, Bv/C = 3.9).

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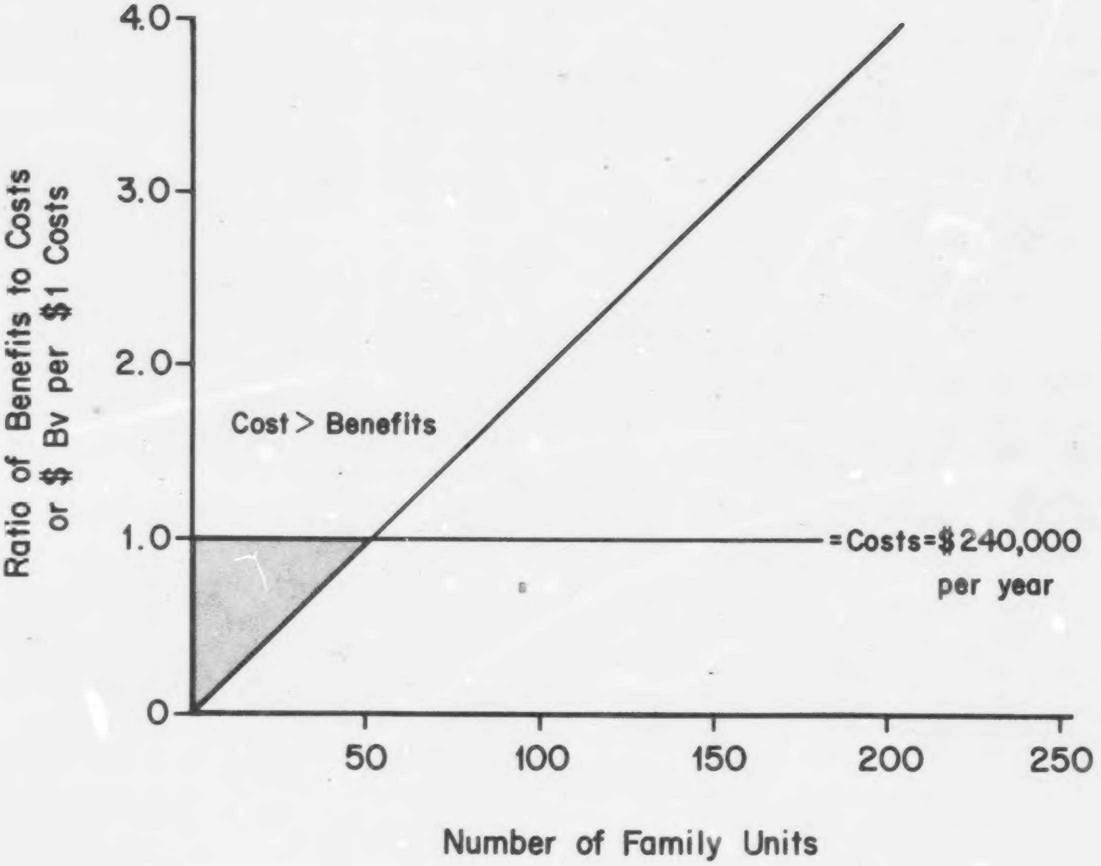
[5] The present value of benefits, Bv, for a lump sum of $\$\overline{A}$ in the future is $\overline{A}$ x the reciprocal of the compound interest factor $(1 + i)^n$. The present value of a uniform annual series of $\$\overline{V}$ per year is Bv = $\$\overline{V}$ x IF, where

$$IF = \frac{(1 + i)^n - 1}{i(1 + i)^n} = 11.47 \text{ at } 6\% \text{ for } 20 \text{ years.}$$


4.0
3.0
2.0
1.0
0
Ratio of Benefits to Costs
or $ Bv per $1 Costs
Cost > Benefits
=Costs=$240,000
per year
50
100
150
200
250
Number of Family Units

Thus far, little has been said about the measurable effectiveness of RFD--and for good reason. First, this effort represents the classic case of intangible and incommensurable benefits; i.e., the assignment of economic value to achieving greater coping behavior is at best a very hazardous undertaking. The hypothetical "implied" valuation options discussed in the previous section suggest that efforts such as RFD probably are economic in nature, and perhaps substantially so. To sharpen our understanding of the cost-effectiveness of RFD, some consideration can be given to certain "subjectivistic" probability data gathered in an attempt to gauge project success.

Table 7 indicates, for the target population of 46 disadvantaged families and the other exposed population, the "most probable" levels of improvement in coping behavior might be in the order of 20-25 percent for the target group and 10-15 percent for the other exposed population. Unfortunately, subjectively determined probabilities such as these are not really confirmed by the evaluation data.

Table 7

RFD's Impact on Improved Coping Behavior

Degree of Coping Behavior Improvement At Least	Probability That Stated Level of Improvement Was Achieved	
	Target	Others
1/2%	.03 (.07)*	.28 (.18)*
3%	.15 (.13)	.10 (.12)
10%	.21 (.20)	.19 (.27)
20%	.19 (.12)	.15 (.20)
30%	.12 (.13)	.08 (.07)
40%	.08 (.11)	.06 (.05)
50%	.06 (.04)	.04 (.03)
70%	.05 (.04)	.04 (.03)
80%	.04 (.05)	.04 (.05)
80%+	.07 (.03)	.05 (.00)

---

*Data estimate of the evaluation team only, whereas data not in ( ) represent the weighted average of key project leaders and the evaluation team members.

Table 8 depicts the best "quesstimates" of project leaders and the evaluation team concerning the proportion of persons materially aided. While again subject to numerous criticisms concerning data reliability, it is clear that those close to the project subjectively judge that something between 15-25 percent of the target group and 5-15 percent of the other exposed population received such benefits in some measure.

Table 8

Proportion of Exposed Population Benefiting From RFD

Proportion of Persons Exposed to RFD "Materially Aided"	Probability that Stated Percent of Exposed Population Were Materially Aided	
	Target	Others
5%	.17 (.30)*	.36 (.62)*
15%	.10 (.20)	.14 (.16)
25%	.13 (.18)	.14 (.14)
40%	.20 (.23)	.17 (.04)
60%	.20 (.03)	.10 (.04)
80%	.15 (.03)	.08 (.00)
80%+	.05 (.03)	.01 (.00)

---

*Data estimates of the evaluation team only, whereas data not in ( ) represent the weighted average of key project leaders and the evaluation team.

On the basis of such information and other subjective impressions as well as objective information, our rough conclusions are:

1. The marginal impact of the home visit program was such as to double the effectiveness of RFD (in terms of both improved coping behavior and proportion of population materially aided).
2. Of some 3,000 persons in the "other population" exposed to RFD, something upwards to the equivalent of 50 families (ranging to as many as 150 or more) benefited fully from RFD.

Table 9 represents an attempt to quantify, in annual dollar returns, the effective value of improved coping behavior. On a weighted average basis, per unit target group benefits appear to range from $350-$450 annually, whereas the subjective value placed upon the per unit value of improved coping behavior for the other exposed population approximates $300-$380.

Finally, Table 10 reveals the degree to which project team members and the evaluation team weighted the goals and overall performance of RFD. Goal I ("create a viable TV-based multi-media reusable program") and Goal II (involve a large number of undereducated adults ...) appear to have received most emphasis. In general terms, a significant disparity in the judgment of overall goal achievement of "demonstrating the effectiveness of the integrated program" exists, where the evaluation team tends to rate level of achievement at about 40 percent compared to something like a 70 percent rating on the part of project staff.

Table 9

Value Alternatives for Improving Coping Behavior

Appraised Subjectivistic $ Value of Improved Coping Skill	Probability of Stated $ Levels	
	Target	Other
$ 0 - 100	.17*	.12*
$101 - 200	.20	.25
$201 - 300	.12	.18
$301 - 500	.19	.19
$501 - 700	.10	.13
$701 - 900	.11	.11
$900+	.11	.02

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*Data estimates of the evaluation team and the key project leaders.

Table 10

Overall Project Performance

(a) Goal Importance

Six Alternative Goals	Evaluation Team			Project Leaders	
	Rank	Weight	Desired Weight	Rank	Weight
Goal I	1	.37	(.18)	1	.30
Goal II	2	.20	(.13)	2	.28
Goal III	4	.12	(.08)	5	.08
Goal IV	6	.08	(.10)	6	.07
Goal V	3	.13	(.13)	3	.17
Goal VI	5	.10	(.17)	4	.10

Goal I - Create a viable television based multi-media program usable in similar situations in other parts of the country.

Goal II - Involve large numbers of adults not now able or willing to participate in ABE programs.

Goal III - Assist in the development of skills that can lead to new careers for home study aides and other staff members.

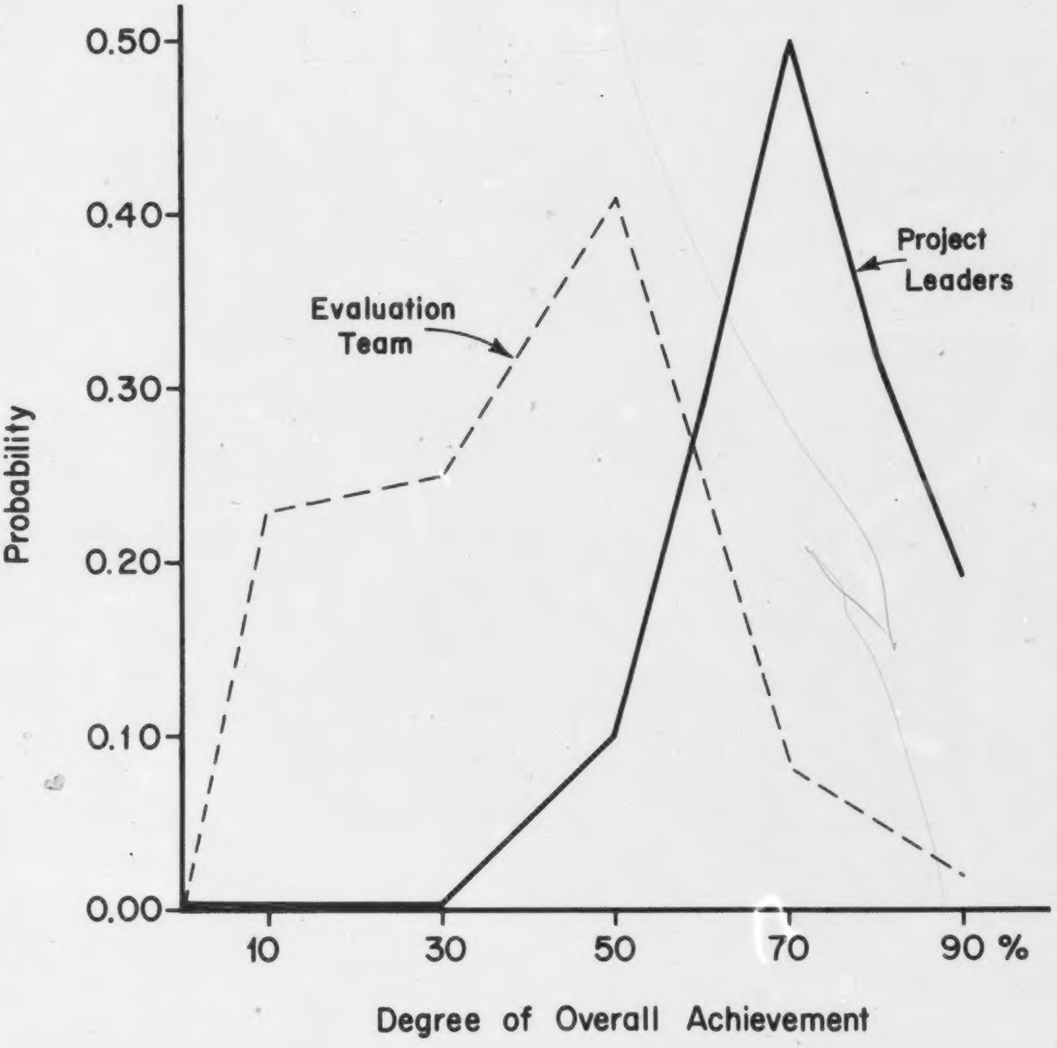
Goal IV - Demonstrate involvement of disadvantaged individuals in the development and implementation of such a program.

Goal V - Develop participant skills in the basic fields of communication and computation while improving the capability of the target audience to exercise citizenship responsibilities.

Goal VI - Develop participant skills from present proficiency toward eighth and twelfth grade equivalency achievement levels.

(b) Overall Achievement

Degree of Success in Achieving Goal of "Demonstrating effectiveness of integrated television, home study, home contact, and visit program for rural ABE students.	Probability that Stated Level Was Achieved
10%	.11
30	.12
50	.24
70	.31
90	.22


Probability
0.50
0.40
0.30
0.20
0.10
0.00
10
30
50
70
90 %
Degree of Overall Achievement
Evaluation Team
Project Leaders

Some Comments on Individual Media Effectiveness

No evaluation of the home visit program can ignore the fact that it involved *incremental* costs of \$112,000 (or more than \$2,400 per 46 final participants), some \$98,000--or \$2,100 per unit-- of which represents variable expenditures. There is no way in which even break-even cost effectiveness can be obtained unless variable expenditures per unit can be covered. For the home visit program, potential Bv = \$4,600, Cv = \$2,100, FC = \$13,800, and Q = 46.

For the home visit program to be minimally effective at the margin, it would require that the incremental gain in probable benefits (P) increase to .46. That is, as a result of the home visit program *alone*, it is necessary that the RFD project success ratio rise to almost 1 out of every 2 exposed persons.

$$P \cdot Bv \geq Cv$$

$$P \cdot 4{,}600 = \$2{,}100$$

$$P = .46$$

It does not appear reasonable to presume gains such as increased success ratios up to almost 1 out of 2 families were forthcoming at the margin from home visits; hence, it is difficult indeed to justify the home visit portion of Project RFD. However, since one cannot separate the "joint" product resultant from some combination of TV, Materials, and Home Visits, about all that can be said is that the burden of proof for Home Visits rests with that program and its rather high unit costs relative to a nominal quantity base.

It should be kept in mind the Home Visit component was judged to have had quite an effect on project impact with those it reached. Also the costs of this component might be reduced considerably by more efficient use of home visitors or by such things as volunteer home visitors.

Again considered separately, the cost-effectiveness of TV as a media may represent a more economic operation. Assuming some 20,000 families were exposed to and benefited from no less than one program, it would require only \$1 per year per family in benefits spread over a 20-year benefit lifetime to achieve a benefit/cost ratio equal to 1.3.

$$\frac{Bv}{C \div Q} \quad \frac{\$11.47}{\$\ 8.60} = 1.3$$

Alternatively, if only 1 out of 10 exposed families acquired annual benefits equal to $20 per year and such families accure the average costs of 10 exposed family units, each $1 in costs would generate $2.67 in benefits.

$$\frac{Bv}{C \div 10Q} = \frac{\$229.00}{\$\ 86.00} = 2.67$$

A tempering aspect to this favorable ratio is that the assumption of a five year life for the materials is least tenable for television.

Similar conclusions apply to the material media, which include action line as well as a large variety of written materials. Assuming that simply 3,000 pieces of material were distributed at a total cost of $256,000 or an average cost of $85, break-even cost-effectiveness would require benefits of approximately $7.40 per year for each material recipient, or some $15.00 annually if only one-half of all recipients actually benefited (or if a minimum Bv/C = 2 was stipulated and all recipients benefited.

In summary, RFD appears to have been a reasonably cost-effective effort--in no small measure because (a) demand for such services is substantial and (b) a relatively large number of persons were exposed to RFD (excluding the Home Visit program). These conclusions depend, however, upon the quantitative magnitudes used, and while much about the data is admittedly difficult to pinpoint with accuracy and may even be ill-defined, RFD does appear to have been a worthy research and demonstration effort. This is not to say, however, that the greatest possible efficiences were achieved. Much about the Home Visit program was excessively costly relative to the potential benefits that could have been generated; the reusable output from TV as a media may be severely limited and if so, costs would have to be depreciated over less than 5 years; and the topical and qualitative features of much of the written materials could be improved upon.

Recommendations

Our study of this project has suggested several recommendations of varied specificity. Most of the recommendations are offered as points worthy of consideration by people working in this area.

1. The staff of the Project RFD should be encouraged and supported in continuing their work in this area. They have now developed an expertise that should not be lost from lack of use.

2. Television and home study materials seem to have favorable cost/effectiveness possibilities, but it is more difficult to justify home visitors on a cost/effectiveness basis.

3. We would recommend that an educational type project should be identified with and administered in a unit that has expertise in the content and audience rather than a materials production unit.

4. Obviously, all components of a project should be ready when needed. The experience of RFD points to the need for planning sufficient lead time to insure that all components are ready.

5. Educational programs should be planned with the target audience not for them.

6. Evaluation activities should be closely tied to the on-going administration of the project so that they are kept relevant. Furthermore, the evaluation should be planned so that it is largely done in time for use in the dissemination activities.

7. Testing and other kinds of data gathering with adults are problems. Unobtrusive measures should be used if possible. Where direct data gathering is to be done, the project should be straightforward and honest in its approach. It should not do things it said it wouldn't do.

8. Educational activities are products to be marketed, and sophisticated approaches to marketing them seem to be justified.

9. The integration of various educational media is easier said than done. Experimentation is still needed in this area, especially in difficult to control situations like home study.

10. When using a home visitor approach it would seem that two things might be considered to optimize effects.

    (a) Select for the treatment those who are quite aware of what is involved, and who have indicated an interest in being involved based on their awareness, or

    (b) Have a warm-up period in which the home visitor is able to establish the needed rapport before the rest of the treatment is started.

11. There is evidence to recommend that techniques like enrollment and stated commitment are conducive to participation and persistence by adults in educational programs.

List of Recommended Project Materials for In-Depth Information. Limited copies are available from the project. Items 1, 2, 3, and 6 will likely be in ERIC.

1. RFD - The First Year - Provides descriptions of the planning and the conceptualization of the project.
2. RFD - Rural Family Development - Second Year Report, June, 1971. A good description of the operation of the project. Several of the reports of the internal evaluators are included.
3. The RFD System - This report provides a good overview of each component. Cost estimates are included.
4. Newsletters - A complete set of the newsletters published monthly will provide a good overview of the project.
5. The Almanac - A copy of the almanac is useful reading in that it gives an idea of the content emphases of the project.
6. A third year report will be written. It will include additional reports of the internal evaluators.

INFORMATION AND REPORTING

Information and Reporting

Throughout the three years of the RFD project a commitment was steadfastly maintained to publish information about the project. Publications were especially prepared for those who have professional interests in the project. Through these publications progress and development was reported on a continuing basis.

During the term of the project, 36 issues of the monthly RFD Newsletter were published. Approximately 125,000 copies were mailed to a list averaging 3,500 individuals. The Newsletter was the primary vehicle for continuous information dissemination. It, in affect, became the chronicle of RFD. A number of significant articles of general interest to educators of adults appeared in the Newsletter. Several have been selected for reproduction in this report and are to be found on pages 1 through 17.

At the conclusion of the first and second years of operation, annual reports summarizing the years activities were published. This is the third and last of that series.

Another major summary publication was entitled The RFD System and was designed as a basic manual to assist in the replication of the several components of the project. In addition to general how-to-do-it information, The RFD System contained recommendations for implementation based upon evaluation data.

A number of highly specialized publications and interim reports were prepared by the project, each dealing with a particular segment. In addition, samples of promotional and participant learning materials and evaluation instruments were provided upon request.

RFD, during its first year, built an exhibit display. (See photograph, page 48. It was used initially at the county fairs in the four county field test area during the summer of 1970 as a means of informing the public of the coming availability of the program and encouraging participation in its mass media components. It was later adapted and used as an exhibit at annual conventions of the following professional organizations:

October 25-30, 1970 Atlanta, Georgia	Adult Education Association of the U.S.A. and National Association for Public Continuing Adult Education
March 28-31, 1971 Chicago, Illinois	North Central Association of Colleges and Secondary Schools
April 22-29, 1971 Lake Delton, Wisconsin	Wisconsin Adult Education Association
May 12-14, 1971 Chicago, Illinois	Adult Education Association of the U.S.A. Commission on Adult Basic Education, Conference of 100+
June 13-16, 1971 Milwaukee, Wisconsin	Central Educational Television Network

During the months of May and June, 1972, RFD held a series of ten regional workshops; one in each of the Department of Health, Education and Welfare regions. Approximately 8,000 individuals in the field of adult education, higher education, university extention, educational media, health and social services and

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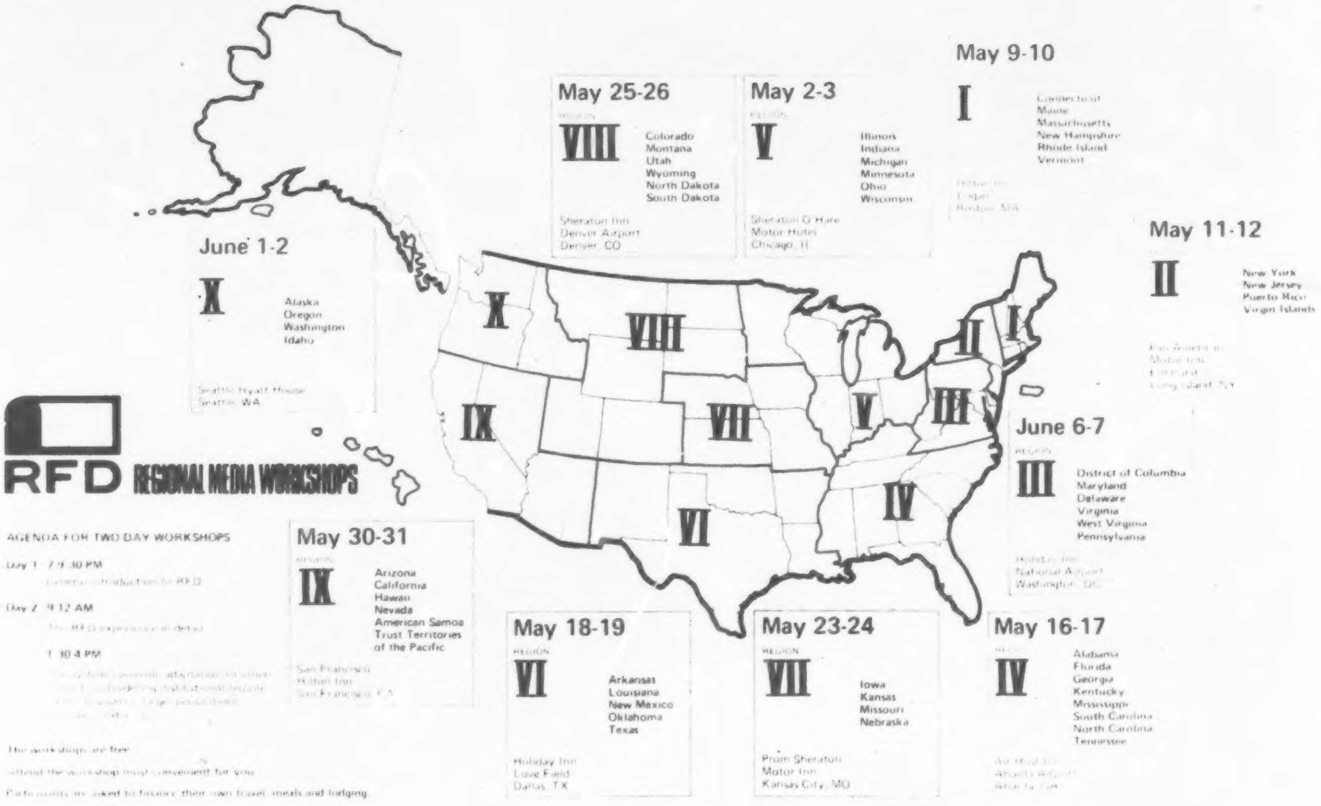
related professions were invited.



RFD REGIONAL MEDIA WORKSHOPS

AGENDA FOR TWO DAY WORKSHOPS

Day 1 7-9:30 PM
General introduction to RFD

Day 2 9-12 AM
The RFD experience in detail

1:30-4 PM
[illegible]

The workshops are free.
Attend the workshop most convenient for you.
Participants are asked to finance their own travel, meals and lodging.

June 1-2
REGION X
Alaska
Oregon
Washington
Idaho
Seattle Hyatt House
Seattle, WA

May 25-26
REGION VIII
Colorado
Montana
Utah
Wyoming
North Dakota
South Dakota
Sheraton Inn
Denver Airport
Denver, CO

May 2-3
REGION V
Illinois
Indiana
Michigan
Minnesota
Ohio
Wisconsin
Sheraton O'Hare
Motor Hotel
Chicago, Il

May 9-10
REGION I
Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont
Hilton Inn
Logan
Boston, MA

May 11-12
REGION II
New York
New Jersey
Puerto Rico
Virgin Islands
Pan American
Motor Inn
Elmhurst
Long Island, NY

June 6-7
REGION III
District of Columbia
Maryland
Delaware
Virginia
West Virginia
Pennsylvania
Holiday Inn
National Airport
Washington, DC

May 30-31
REGION IX
Arizona
California
Hawaii
Nevada
American Samoa
Trust Territories of the Pacific
San Francisco
Hilton Inn
San Francisco, CA

May 18-19
REGION VI
Arkansas
Louisiana
New Mexico
Oklahoma
Texas
Holiday Inn
Love Field
Dallas, TX

May 23-24
REGION VII
Iowa
Kansas
Missouri
Nebraska
Prom Sheraton
Motor Inn
Kansas City, MO

May 16-17
REGION IV
Alabama
Florida
Georgia
Kentucky
Mississippi
South Carolina
North Carolina
Tennessee
Air Host Inn
Atlanta Airport
Atlanta, GA

Each workshop included an evening session the first day followed by a full day. Although the agenda was kept flexible to better meet the needs of those participating, it did tend to follow a general pattern. The evening session was devoted to an introduction to the design of the project and included the showing of a specially prepared 16mm film followed by discussion.

The morning of the second day was devoted primarily to a discussion of the rationale for project design and specifics of implementation based somewhat on written statements of expectations solicited from the participants the previous evening. Most of the discussion during the afternoon of the second day was concerned with findings of the evaluational aspects of the project.

The Kropp Verner scale for evaluation of the worth of conferences as perceived by participants was administered at the conclusion of each workshop. (see page 288.) The scale consists of a series of 20 weighted items in rank order. Participants were asked to rate the workshop by selecting those items which most closely represented their feelings. The highest possible rating is 1.13; the lowest 10.89. A total of 236 (59.3%) individuals out of 398 attending the workshops returned questionnaires. The mean score was 4.13 and the standard deviation was 1.49.

The mean of 4.13 lies approximately slightly below "It solved some problems for me." Means for each regional workshop are given below.

Mean Scores for Workshop evaluations

Region	Mean
I	4.03
II	3.73
III	3.88
IV	4.27
V	4.40
VI	3.91
VII	4.47
VIII	4.54
IX	4.69
X	4.24

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RFD
RURAL FAMILY
DEVELOPMENT

A NATIONAL ADULT BASIC EDUCATION DEMONSTRATION PROJECT

PARTICIPANT OPINIONNAIRE

Now that this conference has drawn to a close, we are certain that you have some feelings as to the value or worth of the program to you. It will be very helpful if you will share these feelings with the planners so as to enable them to plan future conferences that will better meet the needs of participants.

We will appreciate it if you will select from all the statements listed below only those that describe most accurately your feelings of the overall value and worthwhileness of the total program. Please read all the statements first. Then, place a check in the boxes to the left of all the statements which accurately express your feelings.

☐ It was one of the most rewarding experiences I have ever had.
☐ Exactly what I wanted.
☐ I hope we can have another one in the near future.
☐ It provided the kind of experience that I can apply to my own situation.
☐ It helped me personally.
☐ It solved some problems for me.
☐ I think it served its purpose.
☐ It has some merits.
☐ It was fair.
☐ It was neither very good nor very poor.
☐ I was mildly disappointed.
☐ It was not exactly what I needed.
☐ It was too general.
☐ I am not taking any new ideas away.
☐ It didn't hold my interest.
☐ It was much too superficial.
☐ I leave dissatisfied.
☐ It was very poorly planned.
☐ I didn't learn a thing.
☐ It was a complete waste of time.

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